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THE

# Bulletin

OF THE NATIONAL ASSOCIATION

OF SECONDARY-SCHOOL PRINCIPALS



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Secondary School  
Administration

SERVICE ORGAN FOR AMERICAN SECONDARY SCHOOLS

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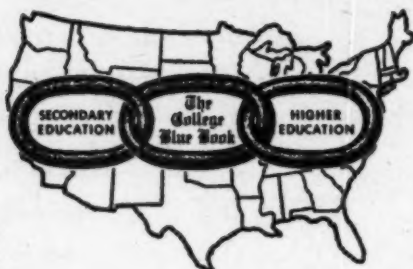
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# The Bulletin

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### TABLE OF CONTENTS

	Page
Approved List of National Conferences and Activities for 1956-57.....	1
A Survey Study of the Behavioral Outcomes of General Education in High School.....	Will French..... 9
Parents Play an Important Part in a Successful Guidance Program at Rufus King High School.....	R. G. Chamberlin..... 15
School Is Home—Why Not?.....	C. A. Tonsor..... 18
Guidance in the Cambridge High School Program.....	H. C. Whiteside..... 23
Co-operative Approaches to Guidance.....	R. E. Wurts..... 24
Attitudes of Counselors in Training.....	Mrs. D. A. Kirk..... 27
Articulation Between the Elementary and the Junior High School.....	Paul Schwartz..... 31
Admission Requirements of State Universities and Land-Grant Colleges.....	Howard Knutson..... 35
High School-College Articulation.....	G. F. Farwell..... 43
The Program of a Community College.....	D. C. Blanding..... 48
Most Serious Problems of Seniors.....	C. C. Harvey..... 52
Characteristics of High School Report Cards.....	B. N. Phillips..... 63
A Two-Way Reporting System.....	G. S. Bates..... 66
Enrichment Practices for Gifted Junior High School Pupils.....	E. H. McWilliams..... 72
A Working Program for the Gifted.....	Vera Flory..... 82
The Scholarship Program in Clarkstown.....	Richard DeForest..... 89
Student Council—How It Serves You.....	O. C. West..... 91
A Program to Decrease the Number of Early School Leavers.....	C. C. Wills, Jr..... 93
Historical Development from a Selective to a Comprehensive High School—Guidance.....	W. G. Patterson..... 98
Meeting the Discipline Problems of Our High School.....	L. G. Brandes..... 104
A Positive Approach to Student Behavior.....	L. D. Harris..... 117
Let's Build Them Better.....	E. W. Robinson..... 119
Smoking in High School: Report of Ten Years Work with the Smoking Problem.....	W. G. Patterson..... 125
Social Clubs at Southeastern.....	C. A. Daly..... 142
Social Developments in the Junior High School Curriculum.....	W. H. Dunn..... 145
Guns in Your School.....	G. E. Damon..... 149
Politics Is Our Business Of Teachers and Principals, Too?.....	Lucille Ellison..... 155
The School Counselor's Bookshelf.....	H. J. Peters..... 157
Qualities of a Good Coach.....	G. F. Farwell..... 159
The Granting of Different Types of High School Diplomas.....	H. M. Rice..... 162
In Pursuit of Public Relations.....	W. D. Mullin..... 162
	V. L. Root..... 166
	T. F. Shaw..... 168
Book Column.....	168
News Notes.....	240

### THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

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# Approved List of National Contests and Activities for 1956-57

Your participation in only the Approved National Contests and Activities  
assures the profession's continued control

**T**HIS annual List of Approved National Contests and Activities (all non-athletic) has been prepared by the Committee on National Contests and Activities<sup>1</sup> of the National Association of Secondary-School Principals after careful study of the many applications received from sponsors in business, industry, government, and the professions.

The Committee has placed on this List only those contests and activities that meet the high standards of the recommended criteria outlined below.

The Committee believes firmly that the number of approved national contests and activities should be judiciously limited and that the number of essay contests ought to be reduced. It earnestly asks that the high-school administrator read carefully the different parts of this announcement—(1) Recommendations, (2) Criteria, (3) List of Approved Contests and Activities.

## A. RECOMMENDATIONS FOR PARTICIPATING IN NATIONAL CONTESTS AND ACTIVITIES IN SCHOOLS

This is a professional service offered to schools by their professional organization. It is recommended:

### 1. Policy for All Secondary Schools

That all secondary schools take a firm and consistent position against participating in unapproved national contests or activities.

### 2. School Participation

(a) *On a national basis*—That a school confine its participation to those national contests that are currently placed on the Approved List by the Committee on National Contests and Activities for the years indicated.

(b) *On a state basis*—That schools limit their participation in contests and activities sponsored by their own state high-school organizations within the state in preference to any activities sponsored by other agencies. Many states evaluate and approve state-wide or local contests and activities, and approved lists are available from officers of state high-school organizations.

<sup>1</sup>The Committee on National Contests and Activities: Albert Willis, *Executive Secretary*, Illinois High School Association, 11 South La Salle Street, Chicago 3, Illinois, *Chairman*; Robert V. Cresswell, *Principal*, Gladstone Junior High School, Pittsburgh, Pennsylvania; Robert L. Fleming, *Principal*, South High School, Youngstown, Ohio; O. T. Freeman, *Principal*, Wichita Falls Senior High School, Wichita Falls, Texas; John M. French, *Principal*, La Porte High School, La Porte, Indiana; R. C. Guy, *Principal*, Hutchinson Senior High School, Hutchinson, Kansas.

### 3. *Student Participation*

- (a) That, if a school participates in any contest or activity outside the state, no pupil should be absent from school more than five school days for a single contest or activity.
- (b) That an exception for an individual contestant be made if successive steps are required to determine the winner of a national or regional contest.
- (c) That no high school should enter more than two regional or two national contests per year in which ten or more pupils from that school are involved initially, except scholarship contests.
- (d) That no individual pupil should participate in more than one contest in each of the eight categories on the Approved List except where scholarships are involved.

### 4. *Essay Contests*

That a school should not participate in more than one essay or forensic contest each semester. (Fewer than five pupils in each school shall not be considered official school participation.) Participating in essay contests is generally regarded as of questionable educational value because the winning of awards through essay contests has tended to encourage plagiarism and dishonesty. These recommendations are made:

- (a) Do not promote any essay contest. Only announce or post notice of consent.
- (b) A staff member should not judge any essay.
- (c) A staff member should not be obligated to use class periods for directing the developing and writing of any essay, unless it fits into an existing unit of instruction.

### B. GENERAL RECOMMENDATIONS

The Committee suggests that all school administrators give consideration to these recommendations:

1. Before a secondary school agrees to participate in any national contest or activity, the principal should check this List to find out whether it is approved. If the contest or activity is not approved, please do not schedule it in your school.
2. Approval by the Committee on National Contests and Activities does not give the sponsor the right to operate in any school. The school itself will determine the contests and activities in which to take part.
3. Sponsors of essay contests should have all essays read and judged outside the school staff by judges selected by the sponsors.
4. Relating to college scholarships, no sponsor should place any substantial award directly in the hands of any boy or girl. The award should be placed with the treasurer of the institution selected by the boy or girl.

5. If the boy or girl fails to attend the institution, the money will then be available for the next qualified applicant.

### C. CRITERIA

Used by the National Association of Secondary-School Principals for Placing Contests, Competitions, Festivals, Tournaments, and Other Non-Athletic Activities on the Approved List.

School administrators agree that many contests offered to schools are of doubtful educational value. To help determine which contests or activities are educationally desirable, the Committee on National Contests and Activities has prepared the following Criteria. In applying these Criteria, the Committee aims to select for approval only those contests and activities of highest educational value and greatest potential worth for high-school youth.

1. *Primary Objective*

The first purpose of a national contest or activity is to benefit high-school youth in educational, civic, social, and ethical development.

2. *Types of Contests Preferred*

Contests that make it possible for individual students to work out contributions, solutions, and creations by their own efforts are preferred. Essay contests may invite dishonest collaboration; therefore, they are not considered desirable. Scholarship tests, achievement tests, and contests involving original work by the contestant are preferred.

3. *Purposes*

The contest or activity must be educationally sound, worthy, and timely. It should be stimulating to student and school, and a desirable activity for both.

4. *Values*

- a. The contest or activity should be well planned and have adequate, objective evaluation.
- b. The contest must emphasize a potentiality for good citizenship, high moral standards, and intellectual competence.
- c. The subject of the contest or activity must not be commercial, controversial, sectarian, or concerned with propaganda.

5. *Restrictions*

- a. No contestant may be excluded because of race, color, or creed.
- b. The activity must not place undue burdens on students, teachers, or school.
- c. The student or school should not be required to pay an entry fee or purchase materials to participate.
- d. Teachers should not judge or select contestants in any stage of a contest.
- e. The contest or activity must not require frequent absence of participants from school.
- f. Ordinarily, out-of-state travel should be limited to one student. Exception may be made if scholarships are substantial.
- g. Contests or activities should not duplicate those sponsored by other organizations.

- h. An organization should not conduct more than one national contest or activity in the same school year.
6. *Awards and Prizes*
  - a. The contest or activity should be philanthropic.
  - b. Awards and prizes must be adequate in number and amount.
  - c. Scholarships and educational trips are regarded as the most desirable types of awards.
7. *Sponsorship*
  - a. The organization sponsoring the contest or activity must be engaged in a creditable or acceptable enterprise regardless of kind and amount of prizes offered, and must not use the contest or activity as a "front" for advertising a company name or product.

#### OTHER CONDITIONS AND REQUIREMENTS

1. If participation in a contest or activity is offered to students and schools in five or more states, it will be regarded as a national contest or activity and application for placement on the Approved List should be made to the Committee on National Contests and Activities.
2. If participation is offered to students and schools in only one state or less than five states, separate applications should be directed to the state association of secondary-school principals, or to the state activities association.
3. Participation by any school in any contest or activity on the Approved List is voluntary.
4. Organizations whose contests or activities are placed on the Approved List should inform the Committee of the names of the national and state winners of contests or activities as soon as announcements are made to the press.
5. Applications for placing national contests or activities on the Approved List must be filed with the Committee on National Contests and Activities on or before May 1 for consideration for the ensuing school year.

#### D. APPROVED NATIONAL CONTESTS (NON-ATHLETIC)

FOR 1956-57

SPONSORING AGENCY	TYPE OF CONTEST APPROVED	NO. OF YEARS ON APPROVED LIST	CLOSING DATE OF CONTEST
<i>Agriculture Contests</i>			
Future Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Livestock, dairy, and poultry judging	7	October
National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts	Vegetable Demonstration, Production and Marketing, and Muck Crop Show	8	December 1
New Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Judging	4	September 15

SPONSORING AGENCY	TYPE OF CONTEST APPROVED	NO. OF YEARS ON APPROVED LIST	CLOSING DATE OF CONTEST
<i>Art Contests</i>			
American Automobile Association, 1712 G Street, N. W., Washington 6, D. C.	Traffic Safety Poster Contest	12	March 10
American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana	Poppy Poster Contest	12	June
Eastman Kodak Company, 343 State Street, Rochester, New York	Photographic Contest	11	March 31
Fisher Body Division, General Motors Corporation, Detroit 2, Michigan	Craftsman's Guild	11	March 1
Forest City Manufacturing Co., 1641 Washington Avenue, St. Louis 3, Missouri	Drawing Design Contest	3	March 1
General Federation of Women's Clubs, 1734 N Street, N. W., Washington 6, D. C.	Framed Painting	3	April
Kansas City Art Institute and School of Design, 4415 Warwick Boulevard, Kansas City 2, Missouri	Design Contest	8	May 15
<i>Essay and Writing Contests</i>			
Advertising Federation of America, 250 West 57th Street, New York 19, N. Y.	Essay Contest	10	April 19
Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts	Essay, Story, and Poetry Contest	13	March 22
Civitan International, Comer Building, Birmingham 3, Alabama	Essay Contest	3	May 15
Institute for International Government, 11 West 42nd Street, New York, N. Y.	Essay Contest	6	May 15
Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 11, Missouri	Essay Contest	12	March
National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.	Essay Contest	9	March 15
National Sales Executives, 136 East 57th Street, New York 22, New York	Essay Contest	9	March
National Tuberculosis Association, 1790 Broadway, New York 19, New York	School Press Project	9	December 23
Omega Psi Phi Fraternity, Inc., 107 Rhode Island Avenue, N. W., Washington, D. C.	Essay Contest	8	November 12
Propeller Club of the United States, 17 Battery Place, New York, New York	Essay Contest	11	March 31
<i>Examinations</i>			
American Association for the United Nations, Inc., 345 East 46th Street, New York 17, New York	Examination	8	March 1
American Association of Teachers of French, University of Akron, Akron 4, Ohio	French Examination	9	March 1

SPONSORING AGENCY	TYPE OF CONTEST APPROVED	NO. OF YEARS ON APPROVED LIST	CLOSING DATE OF CONTEST
Association for Promotion of Study of Latin, Elizabeth, New Jersey	Latin Examination	9	April
<i>Forensic Contests</i>			
Future Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Oratorical Contest Agricultural Subject	5	October
Improved Benevolent and Protective Order of Elks of the World, 1915 Fourteenth Street, N. W., Washington, D. C.	Oratorical Contest	5	June
National Americanism Committee of the American Legion, P. O. Box 1055, Indianapolis, Indiana	Oratorical Contest	14	April
National Association of Radio and Television Broadcasters; Radio-Electronics-Television Manufacturers Association; and U. S. Junior Chamber of Commerce, 1771 N Street, N. W., Washington 6, D. C.	Voice of Democracy Radio Speech Contest	8	December 21
National Forensic League, Ripon Wisconsin	Forensic Contests Student Congress	12	June 1
New Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Forensic Contests	4	September
Supreme Lodge, Knights of Pythias, 2934 Vernon Place, Cincinnati 19, Ohio	Oratorical Contest	6	April
<i>Home Economics and Industrial Arts</i>			
Ford Motor Company, 3000 Schaefer Road, Dearborn, Michigan	Industrial Arts Awards	7	June 25
National Red Cherry Institute, 35 East Wacker Drive, Chicago 1, Illinois	Baking Contest	7	February 14
<i>Scholarships</i>			
*Alexander Hamilton Bicentennial Commission, Advisory Committee on Contests and Awards, 115 Switzler Hall, University of Missouri, Columbia, Missouri	State and national competitions for scholarships	1	June
American Baptist Convention, 152 Madison Avenue, New York 16, New York	National Scholarship Program	3	September
*American Chemical Society, Louisiana Section, New Orleans, Louisiana	Scientific Presentation	1	October 11-13
American Veterans of World War II, 1710 Rhode Island Avenue, N. W., Washington, D. C.	For Children of Deceased or Totally Disabled Veterans	2	February 20

\*For the year 1956-57 only.

SPONSORING AGENCY	TYPE OF CONTEST APPROVED	NO. OF YEARS ON APPROVED LIST	CLOSING DATE OF CONTEST
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York	Science Award and Scholarship Program	11	March
Consolidated Freightways, Inc., P. O. Box 3618, Portland 8, Oregon	Scholarship Awards	5	April 15
Elks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts	"Most Valuable Student"	9	March 1
General Mills, Inc., 400 Second Ave., South, Minneapolis, Minnesota	Betty Crocker Search	3	December
General Motors Corporation, Detroit, Michigan	Scholarship Program	2	December 31
Husmann and Roper Freight Lines, 1717 N. Broadway, St. Louis 6, Missouri	Motor Transporta- tion Program	2	April 15
Latham Foundation for the Promotion of Humane Education, Latham Square Building, Box 1522, Stanford, California	Poster Contest	2	March 1
National Merit Scholarships, 1580 Sher- man Avenue, Evanston, Illinois	Qualifying Examina- tions by Educa- tional Testing Service	2	October 1
National Restaurant Association, 8 South Michigan Avenue, Chicago 3, Illinois	Scholarship Awards	3	February 1
New England Textile Foundation, 31 Canal Street, Providence 3, Rhode Island	Scholarship Awards	9	January 15
Quill and Scroll Society, 111 West Jack- son Boulevard, Chicago 4, Illinois	Political Quiz	6	February
Regular Common Carrier Conference, American Trucking Associations, and All Affiliated State Trucking Associa- tions, 1424 Sixteenth Street, N. W. Washington 6, D. C.	Motor Transporta- tion Program	2	April
Scholarship Board of the National Association of Secondary-School Prin- cips, 1201 Sixteenth Street, N. W., Washington 6, D. C.	Scholarship Qualify- ing Test	12	October 1
Scholastic Roto, 25 West 43rd Street, New York 36, New York	Thom McAn Success Awards	2	March 31
Science Service, 1719 N Street, N. W., Washington 6, D. C.	Science Talent Search	14	December 27
The Wool Bureau, 16 West 46th Street, New York 36, New York	Home Sewing Contest	2	January
<i>Miscellaneous</i>			
Grand Lodge-Benevolent and Protec- tive Order of Elks of the USA, Elks Memorial Building, 2750 Lakeview Ave- nue, Chicago, Illinois	Youth Leadership	2	February

SPONSORING AGENCY	TYPE OF CONTEST APPROVED	NO. OF YEARS ON APPROVED LIST	CLOSING DATE OF CONTEST
Daughters of American Revolution, 1776 D Street, N. W., Washington 6, D. C.	Good Citizen Award	8	March
Future Scientists of America, National Science Teachers Association, 1201 Sixteenth Street, N. W., Washington, D. C.	Science or Math Projects	3	March 15
Odd Fellows and Rebekahs of America, 2703 East Lake Street, Minneapolis 6, Minnesota	United Nations Pilgrimages	2	June and July
Scholastic Magazine, Inc., 33 West 42nd Street, New York 36, New York	Art, Writing, and Photography	14	March
Science Clubs of America-Science Service, 1719 N Street, Washington 6, D. C.	National Science Fair	5	April

E. APPROVED LIST OF NATIONAL ACTIVITIES FOR 1956-57  
(No Contests Included)

The Committee classifies conventions, meetings, work sessions, and educational travel (where no competition for prizes exists) as Activities.

The Committee does not look with favor on any national activities that conflict with the regular school year and it assumes that adequate and qualified adult supervision will be provided in the administration of these activities.

Only national activities are included on this Approved List; participants are regarded as representing the school or any school organization.

SPONSORING ORGANIZATION	MAIN OFFICE	NO. OF YEARS ON APPROVED LIST	WHEN HELD
American Junior Red Cross	Washington 13, D. C.	4	Late May
Boys' Nation	Indianapolis, Indiana	4	July
Distributive Education Clubs of America	Washington 6, D. C.	4	April
Freedoms Foundation	Valley Forge, Penna.	1	November 11
Future Business Leaders of America	Washington 6, D. C.	4	Late June or July
Future Homemakers of America	Washington 25, D. C.	3	July
Junior Classical League	Middletown, Ohio	1	June 24
Key Club International	Chicago, Illinois	4	June 30
National Association of Student Councils	Washington 6, D. C.	4	June 10
National 4-H Club Awards Program	Washington 25, D. C.	5	December
National Scholastic Press Association	Minneapolis 14, Minnesota	4	July or Aug.
New Homemakers of America	Washington 25, D. C.	3	June

## A Survey Study of the Behavioral Outcomes of General Education in High School

WILL FRENCH

AS commonly used, the term general education applies to the part of a high school or college program which is generally required of all students. It is the "constant" element or the "common learnings" portion of their programs. Its function is that of integration—of preparing all youth to live satisfyingly, constructively, and understandingly in the culture and society of which they are part. In this sense it is useful or functional, enabling the young citizen individually and in company with his fellows to maintain and improve the cultural, social, political, economic, and moral aspects of his community's and our country's life. It is thus akin, if not even identical with, "liberal" education in its original sense as "that [education] which befits or helps make free men." Continuing to quote the Harvard Report, it "looks first of all to his life as a responsible human being and citizen . . ." Any good program of general education in high school or liberal education in college seeks to develop the common understandings, knowledge, skills, and appreciations which all youth must have in some degree if they are to profit from and contribute to life in the various communities of which they are a part.

Ever since the Cardinal Principles of Secondary Education were published, high-school education in this country has been increasingly pointed toward preparing all youth "for life as responsible human beings and citizens." We have been more successful in doing this in the specialized, elective parts of the program than we have been in its general, required elements. Perhaps it has been easier for teachers of art, music, business, and trade courses to identify and teach for the particular kinds of competence to think, act, and feel required in a specialized aspect of life, than it has been for general education teachers to be specific about outcomes in their broader, less sharply defined, areas of living. This is true whether a high-school's general education program consists of certain required subjects, such as, English, social studies, mathematics, science, health, and homemaking or of a required block or core program of whatever scope.

Yet it is at least of equal importance that teachers in these fields of general education have as clearly in mind the desirable attitudes, appreci-

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Will French is Executive Editor of the Survey Study of the Behavioral Outcomes of General Education in High School, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

ations, and competencies sought as outcomes of general education, as do the teachers of specialized subjects. We need to know more surely than we do now, what we want students to be able to do, what we want them to be like, and what they need to know as a result of their general education in high school, if its goals are to be successfully attained by our graduates. Effective teaching in general education courses in high school requires that we identify clearly the behavioral and attitudinal changes we seek to produce. We say, for example, that all boys and girls should be economically literate. But what does this mean? How does an economically literate graduate behave; *i.e.*, think, act, and feel in the face of important, common economic problems as compared with an economically illiterate graduate? If it should be agreed that ability and willingness to behave in certain ways, when confronted with such problems, distinguishes the economically literate, older youth from the economically illiterate, what program-experiences are most likely to help high-school students achieve these behavioral competencies? Until we agree better than we do now about what are the principal initial levels of behavioral competence, which it is reasonable to expect youth to attain in this and other aspects of life as a result of their general education in high school, we will not be as able, either to design good programs of general education or to evaluate the results thereof, as we should be.

To contribute to the solution of this problem, a project referred to as *A Survey Study of the Behavioral Outcomes of General Education in High School* has been launched jointly by Educational Testing Service and the Russell Sage Foundation. The author of this article is serving as executive editor, with the responsibility of synthesizing and organizing the work of those working on this project, and of preparing the final report for publication. The purpose of this project is to state in terms of pupil behavior and in as much specificity as possible some of the *principal* desired outcomes of general education in high school. The idea being that if these behavioral outcomes are more clearly stated, better programs of general education can be developed, teachers can make a better choice of what to emphasize in their teaching, and better testing programs can be developed to use in evaluating the effectiveness of various programs of general education.

Mr. John Dobbin, Director of the Cooperative Test Division of ETS, is in charge of the administrative aspects of the project. A project Planning and Editorial Committee has been appointed, consisting of the following:

- Dr. J. Dan Hull, Chief, Secondary Schools Section, U. S. Office of Education
- Dr. Nolan C. Kearney, Assistant Superintendent of Schools for Curriculum and Research, St. Paul, Minnesota
- Dr. Paul R. Klohr, Director, The University School, The Ohio State University
- Dr. C. W. Sanford, Associate Dean, College of Education, University of Illinois

Dr. Howard G. Spalding, Principal, A. B. Davis High School, Mt. Vernon, New York

Dr. William W. Turnbull, Vice President in Charge of Testing Operations, ETS

Dr. Benjamin C. Willis, General Superintendent of Schools, Chicago, Illinois

Dr. Donald Young, General Director, Russell Sage Foundation

This group had its first meeting in June 1956 to consider the general plan of work. Its members will also be responsible for a critical review of the proposed report of the project as prepared by the executive editor.

A group of consultants, representative of many interests in general education at the high-school level, is making the original proposals of behavioral outcomes. The following are serving as consultants:

Dr. Edna P. Amidon, Chief, Home Economics Education Branch, U. S. Office of Education

Dr. Reginald F. Arragon, Professor of History, Reed College

Dr. Prudence Bostwick, Supervisor, Department of Instructional Services, Denver Public Schools

Dr. Paul F. Brandwein, Associate Director, Joint Council on Economic Education, New York City

Dr. T. Harry Broad, Principal, Daniel Webster High School, Tulsa, Oklahoma

Dr. Dan H. Cooper, Director, Division of Education, Purdue University

Dr. William H. Cornog, Superintendent, New Trier High School, Winnetka, Illinois

Dr. John J. De Boer, Professor of Education, University of Illinois

Dr. Harold P. Fawcett, Chairman, Department of Education, The Ohio State University

Dr. Robert S. Gilchrist, Superintendent of Schools, University City, Missouri

Dr. Harold C. Hand, Professor of Education, University of Illinois

Dr. Lavone A. Hanna, Professor of Education, San Francisco State College

Dr. Robert J. Havighurst, Chairman, Committee on Human Development, University of Chicago

Dr. J. Paul Leonard, President, San Francisco State College

Dr. Camilla M. Low, Professor of Education, University of Wisconsin

Dr. Morris Meister, Principal, The Bronx High School of Science, New York City

Dr. William J. Micheels, Chairman, Department of Industrial Education, University of Minnesota

Each member of this group is submitting lists of outcomes under several headings which seem to cover the most common aspects of the "Imperative Needs" and the "Developmental Tasks" of youth. They have also been asked to list what they think will be the "Developmental Equivalents" of the behavioral outcomes on their lists. These are envisioned as the kinds of behaviors appropriate for the students in junior high school and which, if built upon during the remainder of their high-school careers, will lead toward the behavioral outcomes desired of graduating students.

Before the consultants went to work on their individual lists of outcomes, a two day work-conference was held in New York City to develop somewhat common points of view and ways of working. A group of citizen advisers attended this meeting and expressed their interests and concerns to the consultants before the work of listing outcomes began. This group includes

Mrs. Margaret Armstrong, Member, New Jersey State Board of Education  
Mr. Hodding Carter, Editor, *Delta Democrat-Times*, Greenville, Mississippi  
Dr. Norman Cousins, Editor, *The Saturday Review*, New York City  
Dr. George H. Gallup, Director, American Institute of Public Opinion  
Mr. O. H. Roberts, Jr., President, National School Board Association  
Dr. Dael Wolfe, Director, American Association for the Advancement of Science, Washington, D. C.

As the consultants send in their lists of proposed behavioral outcomes, they are being collated by the executive editor and the central staff, related ones being brought together into subgroups under the major headings. These collated lists will be duplicated and sent to some forty reviewers who, for the most part, come from public school systems and high schools. They are members of the profession known to have taken a real interest in secondary-school curriculum improvement, or are directly identified with high-school teaching. The following have accepted responsibility to serve as reviewers:

Miss Marcellene Barnes, Director of Instruction, Grand Rapids Public Schools  
Dr. Melvin W. Barnes, Assistant Superintendent in Charge of Instruction, Oklahoma City Public Schools  
Mr. Clifford S. Bartholomew, Principal, Allentown High School, Allentown, Pennsylvania  
Miss Virginia Casey, Lakeview High School, Decatur, Illinois  
Mrs. Eleanor Crouch, Curriculum Co-ordinator, Carmel High School, Carmel-by-the-Sea, California  
Miss Nelda Davis, Supervisor of Social Studies, Houston Independent School District  
Miss Lois Dilley, Head, English Department, West Senior High School, Rockford, Illinois  
Dr. Jean Fair, Testing and Research, Evanston Township High School, Evanston, Illinois  
Mr. Saul Geffner, Department of Science, Forest Hills (N. Y.) High School  
Miss Florence Guild, Editor for *High School English*, Ginn and Company, Boston, Massachusetts  
Mr. Joe Hall, Associate Superintendent, Board of Public Instruction of Dade County, Florida  
Professor Paul M. Halverson, School of Education, Syracuse University  
Mr. L. W. Hedge, Principal, Bakersfield High School, Bakersfield, California  
Mr. Marion E. Herriott, Principal, Airport Junior High School, Los Angeles, California  
Mr. Leon C. Hood, Administrative Assistant, Guidance and Placement, Clifford J. Scott High School, East Orange, New Jersey

- Dr. Robert E. Jenkins, Superintendent of Schools, Ridgewood, New Jersey  
Dr. Donovan Johnson, Associate Professor of Education, University of Minnesota High School  
Miss Colleen Karavites, Social Studies Department, Evanston Township High School, Evanston, Illinois  
Mr. Donald E. Kitch, Chief, Supplemental Education Services, State Department of Education, Sacramento, California  
Dr. C. Darl Long, Principal, White Plains High School, White Plains, New York  
Professor Gordon N. Mackenzie, Head, Department of Curriculum and Teaching, Teachers College, Columbia University  
Dr. C. Benton Manley, Director of Secondary Education, Springfield, Missouri  
Miss Dorothy McCuskey, Co-ordinator of Curriculum, Bowling Green Public Schools, Bowling Green Ohio  
Dr. Joseph C. McLain, Principal, Mamaroneck High School, Mamaroneck, New York  
Dr. L. S. Michael, Superintendent, Evanston Township High School, Evanston, Illinois  
Dr. Paul M. Mitchum, Principal, Upper Darby Junior High School, Upper Darby, Pennsylvania  
Miss Jeanne Orr, Assistant Professor, The Ohio State University School  
Dr. John Otts, Assistant Superintendent, Charlotte City Schools, Charlotte, North Carolina  
Dr. Ovid F. Parody, Principal, Battle Hill School, White Plains, New York  
Dr. Donald Roe, Principal, Cleveland Heights High School, Cleveland Heights, Ohio  
Mr. Oscar F. Schaaf, Mathematics Department, Eugene High School, Eugene, Oregon  
Dr. Paul Schweitzer, The Bronx High School of Science, New York City  
Miss Marian C. Sheridan, Head, English Department, James Hillhouse High School, New Haven, Connecticut  
Dr. Alfred Skogsberg, Principal, Bloomfield Junior High School, Bloomfield, New Jersey  
Miss Mary Neel Smith, Principal, Twenty-Fourth Street School, Denver, Colorado  
Miss Edith E. Starratt, Sherburne High School, Sherburne, New York  
Dr. Ellsworth Tompkins, Assistant Secretary for Administrative Services, National Association of Secondary-School Principals  
Mr. Glenn F. Varner, Assistant Superintendent, Secondary and Vocational Education, St. Paul Public Schools, Minnesota  
Mr. K. P. Walker, Superintendent of Schools, Jackson Public Schools, Jackson, Mississippi  
Dr. Raymond G. Wilson, Executive Secretary, Commission on Secondary Schools, Southern Association of Colleges and Secondary Schools  
Mr. Wilford H. Woody, Principal, West Senior High School, Denver, Colorado  
Miss Rosalind M. Zapf, Denby High School, Detroit, Michigan

The collated lists are also being sent to the citizen advisers and the Planning and Editorial Committee, all of whom are expected to express their opinion as to which of the proposed behavioral outcomes are of

prime importance; which are of little or no importance; are asked to comment in any proposed outcome and to add others they want to see included.

All of these evaluations, comments, and additions will then be collated by the central staff for this study and a copy of them will be sent to each consultant so that he may make such revisions in his original lists as he thinks are justified. When this has been done the lists will be returned to the executive editor who will consolidate them in a proposed publication which, when approved by the Planning and Editorial Committee, will be printed by the Russell Sage Foundation. A supplementary volume will contain all the original lists of each consultant and all pertinent comments on various points made by each reviewer. In this way the entire proceeding of the project will be available for study by anyone interested in this phase of the work.

These publications should make good sources for any high school to use in evaluating and modifying its program of general education, because they will provide a rather authoritative list of desirable changes in behaviors and attitudes to be sought as outcomes of general education in high school. They should also supply many ideas for those interested in developing and improving general education tests. Existing tests, reputed to be tests of general education, which confine themselves largely to testing knowledge in one or more of the required high-school subjects, even when it is important for all youth to have this knowledge, are not broad enough in scope to be considered good tests of general education. The literature of general education is very clear on the point that the real test of its worth lies in evidence of improved behavior in certain important, common aspects of living. It is to be hoped that this study can lead to the development of general education tests which are known to be highly and positively correlated with behavioral ability and willingness in these aspects of living.

This project will not attempt to specify any particular type of general education program for use in high schools. It hopes to provide a sound means which teachers can use to check the effectiveness of whatever kind of program their schools now have, and it leaves to the local schools and the communities which they serve the responsibility for deciding in what way they can achieve effectively any of the behavioral outcomes which they discover are not being achieved through their present general education programs.

## Parents Play an Important Part in a Successful Guidance Program

R. G. CHAMBERLIN

**E**FFECTIVE guidance, as we view it, is a co-operating experience which must include the pupil, home-room teacher, counselor, and parents. The Rufus King guidance program is designed to operate with this four-fold emphasis. This program starts before the pupil enters the high school and continues until it culminates in the senior conferences four years later. It has become so successful that today more than ninety-five per cent of the parents of freshmen, and ninety-eight per cent of the parents of seniors come to school for pupil-parent-counselor conferences.

### PARENTS CONTACTED EARLY

The first parent contact is established while pupils are still attending the eighth grade of our contributing schools. One of our all-school counselors visits the elementary school and meets with the pupils, their parents, and the eighth-grade teacher.

At these meetings, the opportunities of high school as present in the curricular and co-curricular activities are outlined for the eighth-grade pupils and their parents. The many questions raised regarding high school are answered. Then, the subject selections for the coming ninth grade are discussed, and, finally, a tentative program is set up for each pupil.

### HIGH SCHOOL INVITES VISITS

Very early during the first semester in high school, the parents of the newly entering pupils are invited to the school. At this time, parents are informed about school policies, rules, and objectives, together with the many provisions made by the school to insure the pupil's successful development as an individual.

The discussion period is followed by a social hour at which the parents meet and become acquainted with the pupil's home-room adviser, subject area teachers, and all-school counselors. The parents' interest in this program has steadily increased in the last five years, as evidenced by the eighty-five per cent attendance at the last parent meeting.

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R. G. Chamberlin is Principal of the Rufus King High School in Milwaukee, Wisconsin.

### TESTING PROGRAM CONDUCTED

As a part of the activities of the first week of the semester, a comprehensive program of testing freshmen is conducted. Achievement tests in the areas of reading, arithmetic, language, and spelling, an interest inventory, and a test of mental maturity are given. Through this testing program, together with the many other provisions made, the school attempts to insure the pupil's success in high school. By the end of the first week, the tests are scored, and a profile sheet for each individual pupil is completed. The school then begins the scheduling of freshman conferences.

### FRESHMAN CONFERENCES SCHEDULED

Parents are requested to indicate on a blank sent to the home the date and time most convenient for them to attend the conference. These conferences are approximately forty-five minutes in length and are scheduled throughout the school day. While the presence of the parents at these conferences is voluntary, their interest is indicated by their attendance. During the school year 1952-53, parents of 595 pupils out of a total enrollment of 615 freshmen were present. In 1953-54, out of an enrollment of 620 freshmen, the parents of 605, were in attendance at their conference. Again, in 1954-55, the parents' response was most gratifying; out of a total of 650 freshmen, 641 pupils had their parents present.

### PARENTS EVALUATE MEETINGS

During the school year 1953-54, parents were given a conference evaluation sheet and a stamped, addressed envelope at the completion of the conference, with the request that they evaluate the conference, and return the blank unsigned to the school. The following are a few of the many expressions on the part of the parents as to the helpfulness of the conferences:

I found that you are voluntarily giving her the very guide to her future for which we have been searching for a long time.

The conference shed a light on many matters that we had not considered.

We understand and know our child very well. After the conference, we were more convinced that we knew our child's capabilities well.

This conference made me realize many things which my child and I have since discussed.

We were impressed by the obvious desire on the part of the school to take an interest in the individual in spite of large enrollment. Co-operation splendid.

We have discovered our child is more mature than her age indicates; in the future we shall recognize this.

In this hub-a-dub life, I have learned that I have not kept pace with the extent of education.

We learned for the first time that Joan was below her grade level in reading, and it was helpful to know that a remedial reading course was available to her.

We were pleased that the finding of the counselor agreed with our preconceived opinions which the conference helped to confirm.

## GUIDANCE ACTIVITIES CONTINUED

Hereafter, throughout the pupil's high-school life, individual conferences are held at the request of the student, his home-room adviser, parent, subject teacher, or counselor. The final scheduled parent-pupil-counselor conference is held in the last semester of the senior year. The bases for discussion at this conference are the cumulative high-school record and the interpretation of the results of a battery of tests which include the *Ohio Psychological*, the *Henmon-Nelson Test of Mental Ability*, the *Kuder Preference Record*, the group of six *California Aptitude Tests for Occupations*, and the *California Test of Personality*.

Again, the purpose of the conference is to aid pupils in evaluating future plans in line with their interests, abilities, and achievements. Many parents have commented on the helpfulness of the senior conference. It has provided concrete information which they were able to use in helping their child with future plans.

The parents' attendance at the senior conferences has been remarkable. In the school year 1952-53, the parents of 421 seniors out of a total of 424 were present at their conferences. The next year, the parents of 402 out of 404 seniors were present. In 1954-55, there were 414 out of 420 seniors who had their parents in attendance at their conferences. At over 50 per cent of the senior conferences, both father and mother were in attendance. These conferences are scheduled throughout the school day, and, as a convenience for those parents who are not able to attend during the day, evening conferences are held.

## VALUES OF PROGRAM ENUMERATED

The Rufus King Parent-Teacher-Student Association has been most helpful in bringing the home and the school so closely together. This organization has a present membership of over 850. Our students work closely with their parents on many of the projects of the school and the community. Many are the activities in which the PTSA membership takes part; for example, parents assist at school social functions. They have arranged and participated in grade-level groups and workshops. At each of our two career evenings held during the year, parents serve side by side with members of the faculty as hosts and hostesses in the discussion groups.

Parents further assist by serving as recorders and by evaluating the work of the discussion leaders. Interest in scholarship is furthered by awarding a PTSA Scholarship each semester to a graduating senior who plans to prepare for teaching.

We find that such home and school working relationships produce many mutual benefits. What is most important, the opportunities for success in school for our young people are greatly increased as a result of these co-operative efforts between our parents and teachers.

## School Is Home - Why Not?

CHARLES A. TONSOR

WHEN we opened our school a quarter of a century ago, we used this as our theme. Would we change it if we were opening today? Not at all! Official room became home room. Group guidance became home-room guidance period, and disciplinary referrals were to school papas and school mammas and school pals. That created an atmosphere which is noticeable today by any person who enters the building. That spirit still pervades class and club activities.

Why not? If for correct child development the so-called psychological rights are required in the home, why shouldn't they be required in school? Appreciation, respect, reasonable sense of security, a feeling of belonging, a reasonable amount of happiness, and an inviolable personality are the usual home development program. School demands no more, no less. Hence we organized abundant clubs and activities and provided that students could perform all sorts of service. This promoted a feeling that school belonged to the students and that they were an integral part in its operation.

If deprivation of these psychological rights at home results in stunted, twisted, warped personalities or even neurotic and psychotic, then, equally, deprivation at school would result in similar personalities. It was enough to have to look out for those who came that way without creating any of our own.

To sell that bill of goods to teachers was not easy. They distrusted at first the ability of students to assume at school, even if it was properly conducted, the characteristics which they would assume in a good home. They were afraid of the happiness business, and rightly, for if this is not tempered by reason it can ruin the best of youngsters. It is the old Aristotelian golden mean between the pleasure of the Epicurean and the pain of the Stoic.

But distrust had to be broken if school was to be home. I doubt if it ever was broken 100%, but those teachers, only a few, who could not lay it aside have been unhappy teachers. They have been unable to use the large reservoirs of power that other teachers have had at their call. Just as irrational distrust between children and parents leads to a home in turmoil, so does irrational distrust by a teacher even of an adjusted class create a situation that is wasteful of time, effort, and attention. Such teachers always have "disciplinary" classes. When we see that this feeling

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Charles A. Tonsor is Principal of the Grover Cleveland High School in Brooklyn, New York.

of distrust, even among nations, breaks down the disposition to help one another, the willingness to work together, to share information, we must expect the same to happen in school.

Conversely, as the feeling of distrust is weakened by experience and co-operation begins, often severe cases of personality disturbance begin to flatten out and problem pupils begin first to limit the field of their displeasure to certain individuals rather than the school and end up by taking the others in their stride as parts of the world that is. From the experiences with the others, these students have developed a working sense of security, one by no means perfect, but sufficient for the day.

As a matter of experience, the situation snowballs. The better the students and teachers become acquainted in situations *outside* the classroom, as in clubs and activities, the greater the carryover inside the classroom. The more the students give to school by way of service, the more they give to the classroom. The attitude of co-operation tends to generalize because of the satisfaction created through a sense of belonging. When students seek to work off demerits they have inadvertently acquired, strangely enough they ask to do so through service. At no time is any preaching done, but there is abundant *activity*: the home room, the home-room council, the general organization, the service squad, the student court, the leaders club, the principal's student cabinet (the Cleveland Circle) and all the other activities. Thus those attitudes that are the earmarks of an adjusted individual are learned through *doing*. The sense of belonging, the feeling of security grow within the individual and are not talked into him. The Life Adjustment Program is not a matter of special lessons, but the daily life of the school.

From our homes we should receive three golden gifts: a faith to live by, a purpose to live for, and a self to live with. Why not also from school? True, we may not teach any one faith, but we can respect all faiths and from literature portray the basic elements of faith. So too can we portray the elements of democratic faith. And these lead naturally into the second element, something to live for. When three hundred students attend a Communion and then have breakfast at school, they have a faith to live by. So too when they teach Sunday School or do work with the young folks at the Y. The Bandung Conference was an illustration of the fact that given a faith, people live by it. We of the West were dubious of its results. We feared it would be a set-up for Communist domination. How wrong we were! We were unaware that the democratic faith, which—in spite of colonialism—the West had given the peoples of the East, had also given something to live for. They spoke up fearlessly in defense of that faith. So too in school we may not be aware at the moment of the potency of what we are doing, but we may be doing it just the same.

Just as at home so in school, if we regard it as a home, our primary duty in the preparation of students for life is to produce in our young people a sense of values. That means values in our culture, our behavior,

our way of life—a totally different concept from making high marks in a given subject just because it is in the curriculum and we like it. Because it has a value in our culture, because it has a value in our behavior, because it has a value in our way of life gives any subject meaning and removes it from the field of things imposed upon us by fiat. Opportunity to make individual selection from a carefully organized series of offerings gives flexibility without surrendering organization in fields.

In addition to a sense of values, the young person should develop under our care a degree of flexibility. We have made many advances technically, but we still have developed no crystal ball to picture our future course. We need to develop in each of our charges the ability to adapt his ways to the unpredictable conditions under which we live. Many of our communists and revolvers are such because they have never acquired this quality of flexibility. They are "aginers" because they expect the world to adapt itself to them. We at school in our treatment of our students have never "kidded" them. We have never let them feel the world must adapt itself to them. We have often, to some people's indignation, impressed them with the reality of life; work or suffer. Under the New Deal philosophy this was a harsh doctrine; but it is the rule of the world. An educational system which doesn't stress that must expect rising delinquency, crime, and mental breakdown. No wonder that in a recent service club magazine we find an article, "Teach my child to fail." That is impossible unless we develop flexibility to meet the slings and arrows of outrageous fortune.

We have struggled manfully to acquaint them with problems as we see them and with problem-solving techniques. To do this, they are given opportunities to try and to fail and then taught how to retrace their steps to the last point of success and begin anew. Mental breakdown comes not from recognizing failure, but from failure to perceive that it results from a wrong step somewhere along the line. From banging one's head against a stone wall, from repeating the same ineffective procedure over and over *ad nauseam*, comes mental disturbance.

Does that mean Utopia? Definitely not. It does mean this, that the unadjusted whom we have been unable to adjust were not created in our school. Case after case comes to us and we catch it by a simple device. We examine the elementary school record and spot the fourth year. That is the spot at which pupils begin to break. Some become adjusted in the lower school, but still need attention. Some have not been adjusted. Some respond. In some, the "hate school" complex just can't be broken. In some, it is only modified. The situation is no better, no worse than in the home.

For a quarter of a century my door has always been open. Any student may enter just as he would a room at home. A student who thinks a teacher is unfair to the degree that he has been angered and aggrieved will walk in and spill over—and go out and make his peace with the teacher. Or a teacher will come in all distraught to complain about a

consummate "rascal." Later, I get the "rascal." Young people are full of steam and do blow off—without malice and aforethought. They do answer back—the best of them. For a quarter of a century that door has been open and not even a pin taken! A head will poke in as lines are passing to wish a pleasant "good morning," or a boy will wave a hand as he goes by, or another will bring a baseball ticket, or a girl will bring an invitation to the dance that afternoon, or a girl will ask me for an order for Girl Scout Cookies, or a boy will ask "if the 'cops' can do thus and so."

Perhaps we were fortunate because we could organize from the ground up. The school was a new one; new building, faculty, student body. Yet faculty and students came from other schools. But the home idea took, still operates, and we hope ever will.

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## Guidance in the Cambridge High School Program

HAROLD C. WHITESIDE

**I**N THE school, guidance is a part of every teacher's work, either consciously or unconsciously. Students don't seek subjects alone. They want to know how to think and act about a lot of things. Fortunately, the school is an ever-widening experience for all who enter it. The three R's are basic; mental motors don't run very smoothly without them. But, the curriculum has expanded to a surprising extent. What to choose from this array of material requires a lot of thinking and getting together on the part of pupils, parents, teachers, and others.

From one teacher in the elementary grades, the boy or girl goes to at least six a day and most of them more than that in the high school. The instructor has a marvelous opportunity to become guide, counselor, and friend to those who need help and who welcome it when rightly given.

We are teaching them home living. America is no stronger than the home. We are teaching them reverence to God, loyalty to their country and teamwork with their fellows. I say teaching; I hope we are leading them into these things. We interpret the dignity and worth of the individual and how that individual, by thinking things through is better company for himself and of more value to his fellows. This is achieved by the combination of hand and mind. We don't exist from the neck up or the neck down. The good Lord gave us heads to co-ordinate the whole business. There is fire and brimstone on this earth, without additional waiting for the next world, for those who don't use the talents given to them.

Without rushing the matter—but never losing sight of it—we want them to think about what they're going to do when school days are over and not to be unprepared when it comes to that rendezvous with fate. Knowledge is pure and applied. Its purity is the reservoir from which we draw the substance and its application is the use or practicality of the product.

The fine distinction between these two elements has been the bloodless battleground of scholars even before Mary and Martha debated the point in Biblical days. On the one hand, we hear, "As a man thinketh, so is he"; on the other, "By their fruits ye shall know them." The public

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Harold C. Whiteside is Vice Principal and Guidance Counselor of the Cambridge High School, Cambridge, Maryland.

school, being the most democratic institution in the world, happily combines these philosophies.

We can and do measure native abilities. We should be thankful that these children are so richly endowed with abilities. Getting them to realize their capacities and helping to develop such wonderful gifts form the challenge and job of every day of school. Imagination—seeing beyond the covers of a book or the walls of a classroom—can galvanize one into action and keep him on a high level of accomplishment. I get the impact of the things which have just been described. Students have home problems, boy and girl growing pains, financial situations that take fortitude, adjustment to each other and to the teachers.

Those of us on the faculty are grateful for the co-operation and understanding of the community in finding part-time jobs for students. Earning money in the outside world is valuable to them. More important is the opportunity it gives of exploring their interests and abilities in business, on the farm and water, in industry of all kinds, and in saving many a heartache and false move later.

We urge everyone to stay in school until he is graduated. This is most important. The test of the pudding is in the eating. All they need to do is to ask an older person: "Should I complete my high-school course?" The answer is overwhelmingly in the affirmative.

After high school what? College, business schools, nursing training, full-time jobs in offices and elsewhere, enlisting or being drafted in the military services? And there is teenage marriage for some. The national trend of early marriage is reflected locally.

Which college or job or branch of the service? These problems are always with us. The great reward a teacher has is the satisfaction of realizing how successful each high-school graduate is.

Do these boys and girls bring us personal problems? Yes, by the thousands. Sometimes, the dismissal bell comes so quickly you can hardly realize the day has gone. Life is like that. Where does the time go? It goes for a good purpose, that you know. When the school bell stops ringing, another starts: that's the telephone. It is a constant source of communication.

There is a fountain of youth in every school house. Every day we drink deeply from it. It keeps us young—in spirit. Don't look at wrinkles, at hair that isn't there, or waistlines that have lost contour, and don't study the calendar. Look deep into the experiences of teachers and you will see why there is plenty of song and laughter, of joy and hope; for when you know children—really know them—you can understand why Browning wrote "God's in His Heaven, all's right with the world."

## Co-operative Approaches To Guidance

ROBERT E. WURTZ

THERE can be little doubt that the administrators of America's schools are concerned with providing the best possible guidance services for their students. A casual glance at the index of any recent volume of the *Bulletin of the National Association of Secondary-School Principals* will indicate the extent of their interest, if the number of articles is a valid criteria. A more careful scrutiny of the same index, however, will disclose that the administrator of the small high school (and the majority of public high schools fall in this category) would have to weed and sift to a considerable extent to determine how he might best meet the guidance needs of his students.

In an effort to bring together some of the more promising practices for meeting the guidance needs of youth in the smaller schools, the Rural Guidance Section of the National Vocational Guidance Association devoted an entire session to "Area Planning and Co-operative Approaches to Guidance Services" at the 1955 convention of the American Personnel and Guidance Association. This paper is a report of this meeting at which a variety of co-operative approaches were described. The programs described by the panelists<sup>1</sup> and from the floor ranged from regional (several states) in scope to the purely local.

Two years ago the Southern States Work Conference started its Guidance Services Study at the request of the Southern Regional Association of Guidance Supervisors and Trainers. Since the emphasis is upon action research and since hundreds of local school personnel are involved, the full report does not represent the full impact upon the local schools. The most recent additions to the studies currently being conducted include training and competencies of guidance workers, guidance services for elementary schools, and the organization and relationships of guidance services.

In both New York and Arkansas, the State Education Department has taken steps to facilitate the development of guidance services in smaller schools. The New York State plan provides for the creation of a co-operative board among neighboring school districts. This board can

<sup>1</sup>Panelists were Robert O. Stripling, University of Florida; Hugh Lovett, State Education Dept., Little Rock, Ark.; Glyn Morris, Board of Co-operative Educational Services, Lewis County, N. Y.; Edward L. Flemming, Child Guidance and Speech Correction Clinic, Jacksonville, Fla.; Robert M. Isenberg, National Education Assn., Washington, D. C.; and Richard J. Wegner, Holyrood, Kan. Ralph Roberts, University of Alabama, was chairman. The author was recorder.

Robert E. Wurtz is Director of Guidance in the Island Trees Memorial School of Island Trees, Levittown, New York.

then employ personnel to supply non-mandated services such as guidance on a contractual basis to the participating schools. The state provides a portion of the funds for the operation of these programs, but local control is retained.

While the New York plan is aimed at encouraging the development of a variety of supplementary educational services, there is a program in Arkansas specifically for the development of guidance services. Through reimbursement to local schools under the George-Barden Act of 1946, the State Education Department has assisted in the development of guidance programs in 72 schools as of 1954-55. The participating schools have been reimbursed for about forty per cent of the salaries of seventy counselors. The present programs are on a full-time, half-time, and a two-school basis. Local control is not sacrificed, although the state has required certain safeguards in order to insure that the counselors would be able to function effectively.

County superintendents have also been instrumental in providing for the development of guidance services. In one county a major item of expense has been reduced through the maintenance of a file of commonly used tests in the office of the county superintendent for the use of the local schools. Through purchase at the county level, the individual schools are able to obtain the benefit of quantity discounts on answer sheets. In another locality the county staff has been made available to help teachers and parents to understand child behavior. The traveling county library carries considerable material for parent education. Service clubs have also contributed through the purchase of appropriate films which are made available on a loan basis to all interested groups.

At the local school level, a program developed in Kansas is illustrative of what can be done. The authorities of five high schools with a total enrollment of 380 pupils felt that they could use the services of a full-time guidance person. A person was selected and employed under a separate contract with each school. Each school administrator maintained full control over the program in his school since salary and supplies were a local responsibility. To avoid needless duplication, however, testing materials were purchased co-operatively and maintained in a central location.

Community agencies have also played a part in expanding guidance services. The Child Guidance and Speech Correction Clinic of Jacksonville, Florida, serves not only Jacksonville but surrounding rural Duval County as well. A portion of its support derives from the public school system. In addition to the financial relationship, the Clinic maintains close working relationships with the school personnel who refer children to the clinic.

The junior colleges of Mississippi contribute to the guidance programs in the schools of the state through the provision of services and personnel. These include facilities and personnel for conferences, the loan of testing materials, and consultants on testing problems.

The use of any of the above approaches to provide guidance services in a particular situation would raise problems peculiar to that situation. At the same time, however, there are some questions which would be of concern in any situation. The question of apportioning salary when an individual is employed in more than one school will always be present. While it is common practice to prorate salary on a time basis, the consensus of the panel was that it was more equitable to apportion it on a per pupil basis. This serves to place the emphasis on services to pupils and also to compensate for holidays and released time.

There is also apt to be a problem when there is a divergence of philosophy among the administrators sharing the services of a counselor. Regular meetings of the principals can do much to ease this situation, but guidance persons will have to exhibit some flexibility in working in such situations.

In view of the foregoing, is it still reasonable to assume that guidance services cannot be supplied in the small school? Before the answer can be in the affirmative, it would appear that an inventory of possible resources would be in order, such an inventory to include state and county education offices, neighboring schools, institutions of higher learning, and community agencies. The greatest resource, however, will remain the ingenuity and sincerity of the local school administrator, who is, in the final analysis, the person responsible for the success or failure of any guidance program.

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## Attitudes of Counselors in Training

MRS. BARBARA A. KIRK

**D**URING the academic year 1952-53, a study<sup>1</sup> was undertaken to investigate the needs of secondary-school counselors and to evaluate the effectiveness of some techniques of in-service training. The entire counseling staffs of two high schools took part in the program—comprised of ten counselors at all levels of training and experience. Participation in the study was entirely voluntary.

Pre-training questionnaires and interviews with the consultant early in the program revealed that the counselors' views toward their positions were somewhat similar, although only one of them had requested assignment to his duties and none of them had initially planned to become a counselor. All believed they had excessive clerical duties which limited the time available for counseling; they felt hampered in their efforts to understand a pupil's problems and to help him make the best possible adjustment. Most of them felt that their background in both formal academic training and specialized or practicum training was inadequate. Although they were aware of their responsibilities as counselors, they indicated feelings of futility toward any undertaking which could not be easily resolved in a short period of time.

Although it was relatively easy for the counselors as a group to admit their deficiencies, it was difficult for them as individuals to reveal the extent and degree of personal needs. This difficulty was reflected in the initial attitudes of the counselors to the consultant and to the study. The consultant was accepted with considerable reservation because he was seen as an expert from the University; this concept had to be modified before a frank and open relationship could be established. Additionally, the counselors exhibited insecurity in their approach to the initial interviews and questionnaires. Their tendency was not to commit themselves in regard to attitudes toward counseling practices, since they felt that their answers would be used as a basis for criticism. As a group, the counselors had been repeatedly informed that the purpose of the study was not to evaluate or criticize their program or themselves, but only to evaluate the effectiveness of methods of training. Even so, the counselors

<sup>1</sup>This study was financed by the Rosenberg Foundation of San Francisco. Dr. Arthur L. Traphagen conducted the study and served as consultant. The complete report is entitled "In-Service Training of Secondary School Counselors—A Study of Techniques," Counseling Center, University of California, Berkeley, 1954.

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were initially suspicious of the purpose of the study, and, at first, little progress was made because of their self-consciousness and defensiveness.

Counselor attitudes affected, to some extent throughout the program, the training methods which were used. Counselors were asked to cooperate in the recording of individual conferences with the consultant. Although some of them expressed a willingness to experiment, they had not recorded previously and were unsure of their reactions to the procedure. In the early part of the program those who did record had difficulty. They felt uncomfortable and guarded in their performance, and were uncertain about what had transpired in the interview because of their awareness of the recording equipment. Two counselors showed such a degree of defensiveness that recording was eliminated for them. Nevertheless, none of those who had agreed to record asked to be relieved of this aspect of the program. At one of the last group meetings, when the participants were asked about procedures of conducting the program, they were unanimous in stating their feelings of uneasiness in recording. Most counselors said that it had taken them at least five months to begin to feel comfortable in the recording situation.

The individual conference had not been structured by the consultant, since the purpose of the study was to investigate the needs of counselors rather than to present subject matter in an organized way. For this reason, the counselors, unused to operating in such a permissive atmosphere, felt that they were floundering and making little progress in the conferences. They were also aware that in group meetings their defensive attitudes and their need to "save face" in the presence of the consultant and the group prevented them from working out suitable structure. By the end of the program, all of the counselors had asked for an outline to follow in both individual and group conferences. Although this request is probably a reflection of academic orientation, an outline would have provided the counselors with the security of structure they appeared to need.

In addition to the individual and group conferences, the case demonstration technique was used in the study. Counselors were given the opportunity to refer cases to the University of California Counseling Center for testing and other diagnostic work which would enable them to see how experienced professional personnel worked through a case. In the case referrals, it appeared that the counselors were anxious to obtain evaluation data which would support their own impressions of the situation. They also seemed to feel that they were being placed in a position of defending their own professional judgments, and that this method was likely to point up their weaknesses. Resuming a case, once testing and other diagnostic work had been done, was difficult, and counselors felt that they had been left dangling if the University counselor did not see the pupil again to handle test interpretation. One counselor referred cases he considered insoluble in order to prove that the professional personnel were no more effective than he.

At the end of the year, several methods of evaluation were employed. In final paper-and-pencil testing of counselor attitudes, counselors indicated that they had improved in assurance but had also become more aware of the danger of generalizing about counseling practices. A test of responses in varying counseling situations revealed that the counselors tended to make greater effort to understand the student and his problem, indicating a shift from unformulated attitudes toward counseling techniques to a more analytical approach. A sentence completion inventory also indicated a stronger expression of feelings of acceptance and understanding of the student in counseling, as well as a greater appreciation of the responsibility of the counselor. In general, changes in attitudes over the year, as indicated by paper-and-pencil evaluative tests, were essentially positive and showed improvement. The greatest changes took place in three areas: understanding and acceptance of students and their problems; awareness of the breadth and complexity of counseling; and awareness of the responsibilities of the counselor. Almost half of the counselors expressed a greater degree of self-confidence.

After the study had been completed, participating counselors were asked to evaluate the program's influence upon them. In addition to stating feelings of improvement in the methods and techniques of counseling, the counselors indicated that they were now working with a greater variety of student problems, and were less hesitant to handle personal problems of pupils. The majority reported that their concept of counseling and their view of their own job functions had changed little, but they felt more keenly the restrictions which lack of time and the pressures of non-counseling duties had placed upon their work.

Throughout the year, the consultant kept notes on changes in the counselors' behavior, attitudes, and knowledge, as he observed them in various situations. These notes or anecdotal records indicate that the counselors' self-evaluation was quite accurate.

In view of the initial resistance to the program and the evident discomfort of the counselors in many situations they encountered in the study, the changes in attitude were much more positive than might have been expected. Most of the counselors exhibited and felt greater self-confidence. At the same time, although they were more aware of the areas of their weakness, they had a clearer idea of the most effective ways to remedy their faults. They placed greater emphasis on approaching a student's problems thoughtfully, with an attempt to analyze them carefully before taking action. In addition, they formed a heightened awareness of what they had thought to be the role of counseling, and developed new and more positive concepts of their responsibilities. As their perspectives broadened, they gained respect for the field of counseling and its complexities.

Beyond these changes, some positive changes occurred which were indirect results of the training program. The morale of the counselors seemed to be boosted as they found, throughout the in-service training

program, that their problems were not unique. The interchange between the two schools and discussions in individual and group conferences gave the counselors a feeling of unity, and helped to decrease their former impression that they were solitary performers, facing problems which might not be understood by others. During the course of the program, too, administrative changes were made at one school, stimulated by the training itself. Although these improvements were in some cases minor, the total impact of the change had an appreciable effect in raising the morale and efficiency of the counselors.

### CORRECTION

**B**ULLETIN No. 220, the May 1956 issue, pages 46-52, contains an article entitled "The Position of the Subordinate Administrator in the Secondary School" by Louis Grant Brandes, Principal of the Encinal High School, Alameda, California. Through an error, the name of Miss Jean Wilson, Assistant Principal of the Encinal High School, was omitted as co-author of the article. We regret this omission.—*The Editor*.

### TEN COMMANDMENTS FOR PRINCIPALS

1. CONTINUE TO GROW PROFESSIONALLY!
2. ALWAYS REMEMBER THAT YOU SUCCEED THROUGH OTHERS!
3. NEVER REPEAT GOSSIP, EVEN THOUGH IT MAY BE TRUE!
4. CULTIVATE THE "HUMAN" QUALITY!
5. MOVE SLOWLY IN NEW SITUATIONS UNLESS A NEW PROBLEM DEMANDS OTHERWISE!
6. KEEP YOURSELF OUT OF THE SPOTLIGHT; GIVE CREDIT TO YOUR TEACHERS!
7. GIVE MORE TIME TO LITTLE THINGS, THEY DETERMINE SUCCESS!
8. SPEND AT LEAST ONE HOUR A DAY IN CLASSROOMS!
9. WIN THE CONFIDENCE OF PUPILS AS WELL AS TEACHERS!
10. REMEMBER YOUR CUSTODIAN, YOU NEED HIS HELP!

—LOUIS D. HUDDLESTON  
Principal, Burney High School  
Burney, Indiana

## Articulation Between the Elementary and the Junior High School

PAUL SCHWARTZ

**P**ROBABLY the biggest event in an average youngster's life, next to his first day at school, is the academic, social, and emotional jump he takes when he goes from elementary to junior high school. It is a recognized fact by educators that merely changing schools in itself can produce anxious moments, but the sudden change-over from having one teacher all day long to having six or seven teachers in different classrooms for different subjects can be of much concern to a twelve-year-old. It is also an accepted principle that a positive program must be undertaken to ease the strain. Thus, each semester, preparations for this transition commence ten to twelve weeks before the pupil reaches the doorstep of the junior high school.

For the past eight years, the staff at Florence Nightingale Junior High School in Los Angeles, has attempted to develop a program that would assist the incoming students and make the transfer as simple as possible. The writer has contributed to the A6 articulation program, in a small way, for six years, as counselor for five incoming B7 classes. Many ideas and techniques have been added since the inception of the original program; however, a true evaluation of its effectiveness has never been attempted until this study was begun.

The present program of A6 articulation consists of establishing contacts with the elementary schools ten weeks before the semester ends. At which time, an approximate number of pupils is obtained and an appointment is made to visit and talk with the A6 classes. Arrangements for the trips are then organized. Four Nightingale pupils, who are alumni of the particular elementary school to be visited, are selected, with the help of the teachers. Two girls and two boys are selected from both the B7 and B9 grades for the following reasons. The B7 pupils are only ten weeks removed from the A6's and, no doubt, possess many close friends in the A6 class. B9 pupils are the next term's school leaders and officers. The four junior high-school students review with the counselor the total dynamics and purposes of the articulation program. Each pupil prepares a two-minute talk on some phase of the junior high-school program. At the same time, the counselor gathers together and coordinates materials, projects, and information that would be of interest to the future citizens. Some of the materials consist of a descriptive guidebook, a copy of the newspaper issue devoted to the A6's, a copy of the

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yearbook showing all the school activities, the physical education uniforms (boys and girls), and various projects from the shops and home economic departments.

After all the necessary arrangements are completed, the vice-principal, counselor, and the four representatives visit the schools. The elementary principal usually escorts the group to the A6 classroom, where the pupils have been eagerly awaiting the arrival of the "distinguished" visitors. While the vice-principal acts as master of ceremonies, introducing the junior high-school pupils and explaining and answering questions, the counselor and the A6 teacher adjourn to the office to discuss each A6 pupil. Important and confidential information is exchanged which ordinarily would not appear on any of the pupil's records. The framework of the conference is to follow up the work of the elementary school personnel and thereby attempt to best fit each youngster into the B7 program.

The above procedure is repeated with all ten elementary schools that contribute to Nightingale Junior High School. In addition to the above, a joint meeting of the elementary school administrators and the junior high-school staff is held at the beginning of every school year to review, evaluate, and strengthen the articulation program.

As a climax of the A6 articulation program, the junior high school makes all arrangements for a tour of the school. All contributing elementary schools are invited to Nightingale. They are picked up by school busses on a day that has been designated by the student council as "Welcome A6 Day." After an auditorium program of music, dramatic skits, and an introduction to the principal, the pupils are escorted to the cafeteria for milk and cake. B9 representatives of the student honor organizations then escort the A6s on a planned tour of the entire school plant and, finally, to their busses.

To evaluate the effectiveness of the A6 articulation program at Florence Nightingale Junior High School, the following procedures were used:

1. Five surveys were conducted by the writer
  - A. Survey of the present B7 pupils
  - B. Survey of their parents
  - C. Survey of the present A6 teachers
  - D. Survey of the present elementary-school principals
  - E. Survey of the present B7 subject teachers
2. Two meetings were held to gain additional information
  - A. A Nightingale staff conference which included the counselors (3), two vice-principals, and the principal.
  - B. A joint meeting of the above staff with the ten contributing elementary-school principals (described above).
3. A discussion of the A6 articulation practices was held in an A7 home room.

#### SUMMARY OF THE ABOVE PROCEDURES—DEDUCTIONS AND RECOMMENDATIONS

##### 1. B7 Pupils Survey

An over-all conclusion derived from the compiled statistics is that the A6 pupils were overwhelmingly helped by the articulation program con-

ducted by Florence Nightingale Junior High School. Another apparent conclusion, as evidenced by the statistics, indicates that the girls were helped more by the A6 articulation program than were the boys.

The elementary pupils' tour through Florence Nightingale Junior High School was important in making the transfer easier. The visits of the junior high school counselors should continue with increased emphasis and appeal to the interest of boys. An outline of courses, activities, etc., should be developed for use by A6 teachers in the orientation of pupils to junior high schools. More opportunities might be created for the A6 pupils better to observe the junior high-school program in action; for example, selected A6 leaders visit the junior high-school student council; A6s interested in music and drama visit assemblies given at the junior high school, etc. Exchange visits and conferences between A6 teachers and B7 teachers should be encouraged. The survey decidedly points up the need for an intensive campaign in good human relations between Nightingale students and its newcomers. Another strong indication is the need for reviewing the process of assignments and use of lockers to the new (small) B7s.

2. *B7's Parent Survey (October, 1954)*

There was almost unanimous approval of this phase of Florence Nightingale Junior High-School's educational program by the parents who returned the survey. The returns indicate that two of the previously listed recommendations concerning use and assignment of lockers and better human relations were also a matter of concern to the parents. A large plurality recommended strengthening and continuation of the A6 pupil tour of the junior high school; a goodly number thought that visits by the junior high-school personnel were helpful.

3. *Elementary-School Principals (November, 1954)*

The elementary-school principals are all satisfied with the program their alumni received at Florence Nightingale Junior High School. They favor continuing the A6 junior high-school tour, counselor visits, and annual conferences of elementary principals and junior high-school staff. Many positive recommendations were suggested that bear repetition. Joint basis institutes and joint conferences between A6 and B7 teachers would contribute much toward a more effective A6 articulation program. No doubt, these and other suggestions listed above will be incorporated into the future plans of Florence Nightingale Junior High School's articulation program. The comments from both students and parents are for the most part favorable; however, the few exceptions repeat the need for a strong human relations educational program at the junior high-school (as well as on the elementary-school level).

4. *B7 Teacher Survey (December, 1954)*

The B7 teachers are satisfied with the present program of A6 articulation. The B7 orientation techniques used by the various teachers would be more effective if they could be exchanged and shared with the A6 teachers (as well as themselves). A definite desire for the administrative

staff to visit the individual classrooms was strongly felt by the B7 teachers. For future articulation programs, the suggestions and active participation of the B7 teachers should be utilized.

5. *A6 Teacher Survey (December, 1954)*

The A6 teachers indicated full accord with Nightingale's articulation program and made positive suggestions which might well be included in future articulation programs. Exchange of curriculum for slow learners of both levels was highly recommended.

6. *Nightingale's Staff Meeting Regarding the A6 Articulation Program (October, 1954)*

More opportunities for communication between the elementary schools and junior high school should be provided. Exchange visits of staff and teacher personnel should be started and continued. The present A6 articulation program should be continued, but strengthened with the addition of increased pupil participation from the junior high school.

7. *Joint Conference of Elementary-School Principals and Nightingale's Staff (November, 1954)*

At this meeting, the need for teacher conferences at both levels was pointed up. All present agreed that basic joint institutes should be held. The elementary-school principals each requested the *Junior High School Student Guide-Book* for their respective schools.

8. *A7 Home-room Discussion Regarding Their A6-B7 Program (October, 1954)*

The counselor's directions on travel to Nightingale remained in their memory as an important service. The instructions regarding the purchase of clothes and of the necessary supplies was also remembered. In addition, the counselor's visit contributed greatly to making "us feel better and not afraid." Specific recommendations were offered by the thirty-two A7 pupils regarding their first few weeks at Florence Nightingale Junior High School.

A. More explanation on how to get to classes

B. A better guidebook

C. Tour of school

D. Knights and Ladies (Pupil service organizations) accompanying B7 pupils first day were of very little help.

OVER-ALL SUMMARY

For the past eight years, Florence Nightingale Junior High School's program of attempting to ease the transfer of A6 elementary school pupils to the B7 junior high school has been successful. The great majority of pupils, parents, elementary-school principals, and teachers are agreed that the present program is most helpful to the future and present pupils at Florence Nightingale Junior High School. However, several weaknesses were pointed up, and many specific and excellent suggestions and recommendations resulted from the survey. All will be considered carefully with the view of incorporating the above in the philosophy and educational program of Florence Nightingale Junior High School.

# Admission Requirements of State Universities and Land-Grant Colleges

HOWARD KNUTSON

COLLEGE and university admission requirements have proved to be a fruitful source of studies and investigations since the establishment of early American colleges and universities. The subject is not a static one; it is replete with ideas and theories for improvement and change to keep pace with the dynamic concepts of the function of each of the different levels of education. College and university admission requirements need continual re-evaluation if they are to serve the best interests of the institution as well as the candidates for admission to these institutions.

Admission requirements vary greatly among the various institutions of higher education in the United States. This is to be expected since different functions are performed by the various types of institutions. State universities and land-grant colleges are supported by the people of the state and it is, therefore, imperative that such state-supported institutions serve the best interests of the citizens of the state and of society in general. There are, however, some fundamental disagreements as to the ways and means by which such interests are best served. Such differences of opinion often occur in regard to the admission requirements of these colleges and universities.

Admission requirements reflect the philosophy of the institution. A college or university with a philosophy based upon the tenet that only the best students of the state should be accorded the privileges of higher education will have admission requirements reflecting such a philosophy. On the other hand, an institution with a basic philosophy based on the belief that all qualified students who can benefit from higher education should be admitted, will have admission requirements reflecting that attitude.

Admission requirements have even wider implications for the high schools of the several states. Highly prescriptive admission requirements tend to circumscribe the curricula of the high schools of a state and to control the curriculum of the smaller high schools where the curricular choices are of necessity very limited. The ultimate evaluation of the ad-

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Recommendation of the high-school principal was seldom used as a lone criterion for admission, but it was often teamed with other criteria for a composite method of admission. The Michigan Secondary School-College Agreement featured the high-school principal's recommendation as the sole requirement for students from schools that were signatories to the agreement, but it was not used to this extent by other state universities and land-grant colleges. Of the 71 institutions surveyed, only two Michigan schools (3 per cent) accepted the principal's recommendation as a single criterion for admission. Thirteen (18 per cent), however, required such recommendation as a part of the primary admission requirements; and twenty-three (32 per cent) more used it as a part of their secondary admission requirements. Actually, then, the recommendation of the high-school principal was a part of the admissions program of thirty-eight (53 per cent) of the 71 state universities and land-grant colleges surveyed. This is in very close agreement with the results obtained by Hinckley<sup>1</sup> in 1941.

None of the institutions surveyed admitted students on the basis of a personal interview alone, but ten (14 per cent) institutions did make some use of the personal interview. Some institutions used the personal interview only for special cases, some for out-of-state candidates, and one school required conferences for guidance purposes for all students ranking in the lower half of their graduating classes.

The usual requirement pattern of the institutions could be summarized as follows:

1. A diploma or certificate of graduation from an accredited high school was a basic requirement.

2. The high-school diploma was most frequently teamed with various subject matter requirements, the pattern of requirements varying among the several colleges or schools of the same institution.

3. The typical basic requirements were, then, graduation from an accredited high-school together with certain subject matter requirements. If these requirements could not be met, most state institutions permitted entrance through other means or combination of means. The following were the most common of these methods:

- a. Examinations were often permitted, such as achievement examinations in subject matter areas, scholastic aptitude tests, or General Educational Development tests for veterans and other mature individuals.

- b. Rank in class was often applied to limit non-resident students or to permit better students to waive subject matter requirements.

- c. The recommendation of the principal was seldom used as a sole criterion for admission, but it was often applied together with entrance examinations or rank in class, or both, to permit entrance for non-graduates of accredited schools.

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<sup>1</sup>William W. Hinckley, *Handbook of College Entrance Requirements*. Washington 25, D. C.: United States Department of Health, Education, and Welfare, Office of Education. Bulletin No. 13, 1941, pp. 1-79.

d. The personal interview was generally used in combination with other criteria as an additional aid for determining borderline cases, or it was used for guidance purposes only.

Colleges of Engineering generally had the most prescriptive requirements, Colleges of Education, the fewest, and Colleges of Arts and Sciences showed the greatest variation. Central tendencies indicated that approximately one half of the high-school curriculum was prescribed for prospective College of Engineering students.

After this documentary study of the current admission requirements of the various state universities and land-grant colleges and a review of the literature on admission requirements, twelve distinct admissions criteria were isolated and used in an opinion survey of the desirability and administrative feasibility of such plans and proposals. Copies of questionnaires were sent to the Registrars of the 71 state universities and land-grant colleges, to the deans of the Colleges of Agriculture, Arts and Sciences, Education, and Engineering of these same institutions, and to the administrator of each of the 87 public high schools of the state of Wyoming. Registrars were asked to indicate their opinion of the administrative practicability of the twelve plans, deans were asked to indicate their opinion of the desirability of the proposals and high-school administrators were asked to indicate their opinions in both areas.

In analyzing the returns, the chi-square test was used to determine the significance of the observed distribution of opinion and to determine the significance of any observed differences between possible pairs among the several groups of respondents.

An index of practicability and an index of importance was established for each item. The index of practicability was established by using the following values:

<i>Rating</i>	<i>Index of Practicability Value</i>
Very Easy to Administer	1
Moderately Easy to Administer	2
Very Difficult to Administer	3

The index of practicability was then established by multiplying the percentage of responses under each rating by the corresponding index value, adding the results, and dividing by 100. The index of importance was established by using the following values:

<i>Rating</i>	<i>Index of Importance Value</i>
Very Desirable	5
Desirable	4
No Opinion	3
Undesirable	2
Very Undesirable	1

The index of importance was then calculated by multiplying the percentage of responses under each rating by the corresponding index value, adding the results, and dividing by 100. This served as a contrast to the practicability index, as the two index values cannot be compared directly, since they are based on different scale values. Table II shows a summary of this information.

Analysis of opinions and comments of the co-operating groups of registrars, deans, and high-school administrators indicated an acceptance of the certificate of graduation from an accredited high school as the primary requirement for admission to state universities and land-grant colleges. A substantial majority, however, felt that such certificate should be accompanied by at least a partially required high-school subject matter pattern. There was a definite trend of opinion that other means of admission should be available for students of promise who could not meet these primary criteria for admission. Favored secondary means in order of preference were: scholastic aptitude tests, recommendation of the high-school principal, achievement tests, rank in class, personal interview, and General Educational Development tests. The Illinois Plan, which is in essence a combination of several of these criteria, was uniformly well received by all groups. A curious anomaly was found in comparing the opinions on the recommendation of the principal with the Michigan Plan, which is built around such a recommendation. With one exception, the groups rated the recommendation of the principal substantially higher than the Michigan Plan. While it is true that the Michigan Plan specifies an adequate personal file on each student, such data are certainly inferred as a necessary part of the information a principal must have in order to recommend a student for college.

Many comments indicated a feeling on the part of all groups that no one criterion should be considered alone, but only as a part of a pattern of admission. A strong awareness of the function of the state university and land-grant college in serving the people of the state was evidenced, but opinions as to the way in which such interests could best be served were split two ways. One trend of thought indicated that such state-supported institutions should make higher education available to all qualified high-school graduates of the state, and the other trend of thought indicated that opportunities should be limited to the best or better qualified candidates only. Opinions are, therefore, in close agreement with current practice, implying that future changes in admission requirements will be evolutionary rather than revolutionary in character, as practice keeps pace with changing opinion.

#### APPENDIX

##### *Description of Newer Proposals:*

##### **HARL DOUGLASS PROPOSAL—Competencies necessary for college success:**

1. A relatively large and precise vocabulary;
2. Skill in the use of many books, periodicals, and the library in general;
3. Ability to express oneself fluently and precisely in oral and written language;

TABLE II  
Part A.—Admissions Criteria—Index of Importance Values After Converting  
Opinions of Desirability Into Index of Importance Scale

Part B.—Admissions Criteria—  
Index of Practicability Values  
After Converting Opinions of Ad-  
ministrative Feasibility Into Index  
of Practicability Scale

Item	1	2	3	4	5	6	Wyoming Administrators	Registrars
1. Certificate or diploma of graduation from an accredited high school	4.21 S	4.26 S	4.39 S	4.22 S	4.50 S	4.25 S	1.10 S	1.08 S
2. A required pattern of high-school college-preparatory subjects	3.76 S	3.67 S	3.94* S	3.88 S	2.86† S	4.06* S	1.51 S	1.47 S
3. Rank in class	3.21† S	4.01* S	3.76† S	4.32* S	3.94 S	4.00 S	1.32 S	1.31 S
4. Scholastic aptitude test	3.99 S	4.01 S	3.84 S	4.12 S	4.02 S	4.05 S	1.55 S	1.53 S
5. Achievement tests in high-school subjects or areas	3.64 S	3.81 S	3.68 S	3.99 S	3.71 S	3.90 S	1.53* S	2.00† S
6. Recommendation by the principal and/or faculty	3.82 S	3.84 S	3.70 S	3.84 S	4.02 S	3.86 S	1.81 NS	1.63 S
7. Personal interview	3.28† S	3.65* S	3.56 S	3.59 S	3.64 S	3.68 S	2.14 NS	2.39 S
8. General Educational Development tests or high-school equivalency diploma	3.04 NS	3.29 S*	3.27 S*	3.37 S*	3.34 S*	3.24 S*	1.72 NS	1.44 S
9. Douglass Proposal	3.58 S	3.55 S	3.16† NS	3.81 S	3.89* S	3.38† S*	2.45* S	2.76† NS
10. Illinois Plan	3.65 S	3.77 S	3.73 S	3.97* S	3.94* S	3.51† S	1.87 NS	2.13 NS
11. Michigan Plan	3.38 S	3.59 S	3.50 S	3.75* S	4.10* S	3.06† S	2.47† NS	1.92* NS
12. Eight-Year-Study Plan	3.47 S	3.38 S	3.27 NS	3.41* NS	3.79* S	2.98† NS	2.49 S	2.49 S

NOTE: Column 1 shows opinions of Wyoming high-school administrators; column 2, opinions of college/university deans; column 3, deans of Colleges of Agriculture; column 4, deans of Colleges of Arts and Sciences; column 5, deans of Colleges of Education; and column 6, deans of Colleges of Engineering. S indicates a significant trend of opinion. NS indicates a distribution of opinion that does not differ significantly from an equal or a normal distribution; \* and † denote significant differences of opinion between groups thus designated; and \* indicates distributions of opinion significant at the .05 level but not at the .01 level.

4. Study habits and skills, particularly those centering around problem solving, rapid reading, careful reading, and note-taking;
5. A high degree of computational ability in arithmetic and simple aspects of algebra; and
6. The development, preservation, and expansion of strong and stable interests in the various fields of experience, such as public affairs, science and technology, and creative arts.

**ILLINOIS PLAN**—*Five criteria for admission:*

1. Score on a scholastic aptitude test;
2. Score on a test of critical reading;
3. Score on a test of writing skill;
4. Score on a simple mathematical test; and
5. Evidence that the student has intellectual interest and some effective study habits as shown by his having taken at least two years of work in one field in high school in which his grades were better than average.

**MICHIGAN PLAN:**

1. The college agrees to disregard the pattern of subjects pursued in considering for admission the graduates of selected accredited schools, provided they are recommended by the school from among the more able students in the graduating class.
2. High schools agree to assume responsibility for building an adequate personal file about each student, and for developing a summary of these personnel data for submission to the college.
3. The agreement does not imply that students must be admitted to certain college courses of curricula for which they cannot give evidence of sufficient preparation.
4. Secondary schools are urged to make available such basic courses as provide a necessary preparation for entering technical, industrial, or professional curricula.

**EIGHT-YEAR-STUDY PLAN**—*High schools provide college with the following types of data:*

1. Descriptions of students, indicating qualities of character, habits of work, personality, and social adjustment.
2. The results of the use of instruments of evaluation: (a) such standardized tests as are applicable to the work of the schools; (b) other types of tests appropriate to the objectives of the school; (c) scholastic aptitude tests that measure characteristics essential to college work and are independent of particular patterns of school preparation.
3. For colleges that require tests by an outside agency, records of achievement in examinations that do not pre-suppose a particular pattern of content.

## High School-College Articulation

GAIL F. FARWELL

ARE schools and colleges doing all in their power to make the entrance into college a most meaningful experience for the college candidate? The writer would be inclined to believe that progress is being made, but there are still many obstacles to be considered. In facing the question, it is questionable if there is adequate exchange of information, complete objectivity in information, or complete ethical handling of all information.

The ideal in articulation might be envisioned as a beginning record at the kindergarten level which has an adequate inventory of the individual's pre-school experiences and is longitudinal in nature. Thus, the cumulative record is complete through the high-school period. On completion of the high-school program, a complete summarization is made and relayed to the institution of higher education or to the employer. Hatch (4) adequately summarizes the purpose of records when he envisions them as a means to an end—not the end. What is the objective of a program of personnel services as an integral part of the educative process? Most will agree that it is the optimum development of the individual in light of his aptitudes, skills, capacities, and interests. This development will not be fully realized if the articulation between high schools and colleges is not fully exploited. This implies equal exchange of information—from the high school to the college and from the college back to the secondary school. The secondary school must have this information if evaluation research is to be conducted and improvements made. The college must have the information from the high school if admissions officers and other personnel workers are to be of utmost assistance to all applicants.

Let us take a look briefly at some of the past history regarding secondary-school-college relations. Set course requirements, marks, class rank, standardized tests, rating scales, and recommendations have been used in varying degrees and with varying success. It would appear from the literature reviewed for this study (1) that all of these features have contributions to make to the reasoning of the admissions officer, but information is lacking on specific preparations that are immediately applicable on the part of the student when he enters his first college class.

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Much of the difficulty seems to stem from trying to place the blame on someone for lack of meeting certain adequacies. It appears that in a program of individual admissions, this implies a better program of articulation and integration between school and college. Any improved integration implies great responsibilities on pupil personnel workers because there must be a greater exchange of information about the pupil between the different levels of education. It is going to mean more records, more reports, more complete application information.

Personnel workers must not view this as just busy work, but rather as a valuable contribution toward the adequate adjustment of the pupil concerned. Pupil personnel workers have emphasized the importance of the individual and the adaptation of materials to his interests, abilities, and aptitudes. This automatically makes for great deviation in each individual application and the high school must accept its responsibility for relaying all pertinent information to the college. In turn, the college must expand and improve individual counseling facilities so that full realization of this material will be applied. Schreiber (7), in an article for the *Michigan Education Journal*, requests that colleges consider sending high schools follow-up information such as disposition made of application for admission, a notice of registration, academic reports, and notice of withdrawal or graduation.

In viewing admissions as the combined responsibility of both the secondary school and the college, it is implied that the college will keep the secondary school informed of its objectives and offerings. Prator (6) suggests that each college or university should encourage only those candidates for entrance who can profit most from the opportunities which that institution offers. The admissions methods and requirements should be planned so that students are properly selected.

The Michigan Secondary-School-College Agreement implies that the judgment of high-school officials will be accepted in this regard. This Agreement seems to dictate that articulation is of acute importance.

During the course of an investigation by this writer, 684 applications for admission to Michigan State College were analyzed. Approximately eighty per cent of the applications were those of Michigan residents. These 684 cases were from three groups—228 each from a random sampling of refused applicants, a random sampling of regular admissions, and the people actually admitted and enrolled under a program of individual testing and counseling for admission. The only factors to be reported here are those of high-school recommendation and the quality of the recommendation as defined in this investigation.

In the review of the literature, several investigators reported that the area of recommendations is one in which the high-school officials feel most confident. This is particularly true when referring to the borderline case. The Michigan State College application blank offers the school official an opportunity to recommend in three main categories—a clear or yes recommendation, a reserved recommendation outlining the

conditions, or a negative recommendation. The application of each of the candidates was examined for the type of recommendation. Table I reveals that about ninety per cent of the regular admittees received unqualified recommendations and only about two per cent received a negative recommendation. About one fifth of the testing and counseling group received a negative recommendation. This was true in about one third of the refusals. About seventy per cent of the borderline sample received qualified recommendations as did approximately forty-two per cent of the refusals.

TABLE I.—Summary of Data\* with Respect to High School Recommendations

<i>The Factor</i>	<i>Refusals</i>	<i>T &amp; C</i>	<i>Regular</i>
<b>High-School Recommendation</b>			
Yes.....	18.86	9.21	89.91
No.....	33.33	19.30	2.19
Reserved.....	47.81	71.49	7.89
<b>Quality of High-School Recommendation</b>			
3.....	27.19	24.55	47.81
2.....	41.67	48.25	30.25
1.....	31.14	27.19	21.93

\*Figures Reported in Percentages.

The admissions office reports that practically unquestionable faith is placed in the high-school's recommendation of a candidate. The reserved recommendation may outline many courses of action on the part of the college officials. If testing and counseling are suggested, nearly always it is offered. In the refusal, sample testing and counseling were offered to seventy-eight candidates (34 per cent) with only twenty nine of these candidates, or approximately thirteen per cent of the total sample, actually taking advantage of this opportunity to be admitted.

Often the school official will reserve a recommendation by implying that the judgment of the college officials will be relied upon in the evaluation of the application blank. Since the college places such great faith in the recommendation of the secondary-school officials, the recommendations were rated as to quality.

The recommendations were rated by this investigator in three classifications. A rating of "3" was given the recommendation if it was complete in every detail and offered positive suggestions as to how the college could best assist the student during his college career. If this criteria were partially met, the recommendation was given a "2" rating. A "1" rating was given to the applications which were devoid of the information requested.

Adequate secondary-school-college relations indicate that there is an exchange of information that will be of help to both institutions. This is not saying that colleges now do an adequate job of informing the

secondary school about their former graduates. However, it was immediately apparent that many recommendations are handled in a careless and incomplete manner.

This factor was particularly true when it was the most harmful. Often a borderline case was considered on the strength and completeness of the recommendation. In these samples, an overwhelming number of recommendations had to be classified as partially complete or incomplete. Comparison of facts in Table I indicates that for the refusal sample and the borderline sample about three applications in four must be given such a rating. If the applicant has a poor secondary-school record, but the school official feels that he is a good college risk, the college places more emphasis on the school official's opinion than on the school record. However, the college can render much greater assistance to the candidate if the school will critically analyze the personnel record and report assets and liabilities of the applicant to the college. This allows the personnel function of the college to take up where the secondary school left off.

The secondary schools do a much better job of recommending the people who fall in the regular sample. Almost fifty per cent of these applications could be said to have a complete recommendation. These people also have plenty of other supportive evidence to warrant their admission. It is desirable that the secondary school do a complete job when recommending, but it is not of as critical importance as with the borderline case.

On the basis of this investigation it would appear that the admissions office was placing unfaltering faith in a factor in which the obligation has not been fully met. The information supplied by the secondary school is of critical importance to the admissions officer. The comprehensiveness with which high-school officials attend to this responsibility leaves much to be desired. If the admissions officer is to continue to respect the judgment expressed by the secondary-school official, these officials must face up to their obligation as personnel workers. The recommendation becomes a critical factor, particularly with reference to the low achiever in high school. If this caliber of student is to receive due consideration, all the supportive evidence possible should be furnished the college.

In summarization of the study concerning borderline admisionees, the most crucial finding in the analysis of application blank material for these three samples appears to be in the area of recommendations and the quality of these recommendations. In the literature it was expressed by principals that they believe that colleges should accept their recommendations when considering applications from low achievers, yet the secondary-school officials were found to be most lax in fulfilling their obligation of transmitting essential and vital information on the applicant in the lower group.

It seems pertinent to recommend that a careful study of all aspects of the secondary-school-college articulation program be carried out. In this way integration of personnel techniques stands a chance of providing for the needs of the students of all our schools. After all, they are the reason for the existence of our modern school systems.

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## The Program of a Community College

DONALD C. BLANDING

**"H**OW can we inform the pupil about what we are doing?" is a cry familiar to nearly all junior colleges. Many charges of disregard of this vital phase of community relations have been leveled at the junior college. Aware of this situation and desirous of doing something in an attempt to discharge this phase of their duties, the faculty of Ely Junior College combined efforts in an oral discussion. Some members did the needed research for the program and acted as resource personnel during the questioning and answering period at the end of the presentation given by other members and a student body representative.

Dean Idelia Loso, who was the moderator of the presentation and first speaker, talked about the personnel which interpret the Ely schools to the community—the students and the faculty. The dean noted that education is really "Big Business" in the town by revealing that it is a three-fourths-of-a-million-dollar expenditure yearly. She explained that the terms *junior college* and *community college* are interchangeable in the approach of the administration of this city's system. The former term implies that the first two years of liberal arts education are available; the latter, that the community supports the venture, which reflects community life and offers courses in adult education. As higher education becomes more important in America, the number of students in junior colleges will increase.

The offerings of courses at Ely Junior College are divided into two areas—terminal and pre-professional. The terminal courses usually are taken for a year or possibly two and are designed better to equip the student who must go to work. Courses in general education are also provided with the idea of aiding the young man who is going into service to gain a better idea of what the service means to him. In pre-professional training, two years of study are provided in these fields—pre-law, pre-medicine, medical technician, and pre-nursing education. If a pre-nursing course is of interest, the student may spend two years at Ely Junior College and continue at the University of Minnesota. The pharmacy and architecture departments at the University allow credits for the first year of study done in institutions other than theirs.

The transfer of students to other educational institutions was another area discussed by the dean. She showed that every school has its own

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system of determining the number of credits for work done elsewhere. Physical education at Ely Junior College was cited as an example. Students take this course for two hours weekly during the three terms and earn three credits. Previously, only one credit was given for this work. But, in transferring to the teachers' colleges in the state, the student needed to have three credits. Because the Ely student had done as much work to be credited with one hour as the other junior college students had done to get three credits, three credits are now given at Ely. To meet the need for a maximum number of hours in transference, Ely Junior College gives as much credit in the subject as is allowed in any school.

Misunderstanding in the community about the worth of junior college credits in transfer may come from three sources. First is the student who has evidenced inability to continue his formal education and has earned only a certificate of completion. This, in contrast to the associate in arts degree, merely attests that the student has an average of D or an honor point score of below one. This person, it appears, will have more difficulty continuing his work at a professional school than those with higher grades. The second complaint is that the student is unprepared by Ely Junior College for further education. Investigation of such cases usually reveals that the student has failed to go to his classes and thus fails the course. A third difficulty arises when a student changes his major subject. With many fields of study demanding a certain number of hours in various courses, such a procedure results in the student's having to take additional courses. Obviously, such a decision cannot be foreseen.

#### CO-CURRICULAR OFFERINGS

Paul Kapsch, a freshman at Ely Junior College, was the student spokesman and described the co-curricular offerings of the institution. He first discussed athletics. The junior college supports football and basketball representative teams in the Northern Junior College Conference. The footballers play five conference games; the basketteers, twelve. There is a possibility of organizing teams in three minor sports: track, tennis, and golf. For those who are unable to participate in varsity competition, an intramural basketball program is available.

In the field of journalism, two units, rather interdependent, are in existence. The first of these is the handbook committee, whose function is to produce an handbook each year. This publication has two functions—to present the facilities of the junior college to high-school seniors who are prospective students and to serve as an annual for the graduating sophomores. The second unit is the publicity committee, which writes about the activities of the junior college and sends the stories to all of the newspapers and the local broadcast house, WELY. If sufficient interest is shown, journalism will be taught.

Dramatics is another phase of college life which is offered to the students. Musicians have an opportunity to play in the pep band at various

functions of the college and the singers in the group may join the chorus. This group meets twice weekly for rehearsal and appears at socials. At the present, there are 30 members.

Three clubs exist. The Ironman's Club is composed of the lettermen in the varsity sports. A local chapter of Phi Theta Kappa, a fraternity to encourage scholarship, has been formed. The Political Science Club meets bi-monthly to discuss current issues in that field. Ely's student council has been recognized as one of the most efficient in the state. It is composed of eight students. One representative is elected by each of these organizations: activities, assembly and the handbook committees, the Ironmen and Political Science Clubs, the Lounges of the Men and Women. These representatives then select the president of the group.

Those students who earn an average of B or better are recognized by inclusion on the Dean's list. The Citizenship Award was initiated by the Class of 1953. The winner is presented with a pin and his name is engraved on a plaque which is kept in the assembly hall. Members of the graduating class nominate five of their classmates for this honor. The qualifications of these people are then considered by a committee composed of this personnel; the dean, an instructor selected by the graduates, and a representative from these student organizations: student council, assembly committee, and student activities committees. Candidates for the Mesnari Award, established by the Class of 1952, must be lettermen and are judged on the possession of these characteristics: courage, the will to win, a fighting spirit. The award is dedicated to the memory of John Mesnari, a member of the Class of 1952. "Red" Mesnari was a Korean War casualty, one of the first of the local men to have lost his life fighting in Asia. It is hoped that this award will keep his gridiron feats remembered and inspire students to emulate him.

#### VALUES OF HIGHER EDUCATION

The values of the opportunity for a higher education to the students and citizens was discussed by Dr. Frederich A. Krempfle, social science instructor at the junior college. In considering the social angle of the problem, Dr. Krempfle stated that the junior college is helpful in aiding a student's decision of whether or not to continue his education after graduation from the secondary school. In addition to this, having a junior college in the city gives the Elyite an opportunity to earn money to attend college. The savings in living fees is shown in the estimates of what this costs elsewhere. This phase of life at the University of Minnesota is estimated at between \$1,222 and \$1,700. Socially, junior college life aids the student in building his citizenship and aiding him to adjust himself easier than he could otherwise do.

The tuition fee of \$50 which is charged at Ely junior college and includes free texts compares favorably with the \$61 which is the state average and the \$59 which is the national average. In the private schools we find the charge at St. Olaf's is \$495; Carlton, \$592; Liberal Arts, \$445;

teachers' colleges, \$90. The following fees are charged at the University of Minnesota: the School of Science, Literature, and Arts, \$125; Dentistry, \$234; Medicine, \$240; Law, \$145. By staying at home, the Ely student can earn money to support the furtherance of his study and save in living costs.

#### ADULT EDUCATION

Instructor in the Community College in the subjects of speech and Great Books, the Rev. Thomas Payne, pastor of Ely Methodist Church, discussed the adult education phase of the program of the junior college. He postulated that such a program is based upon these three concepts: (1) education is dynamic; (2) education is not dependent upon one's previous experience; and (3) education is dynamically related to both school life and community. The first characteristic is seen in its expressing individuality in its course offerings. Not only are those mechanically inclined considered, but there are courses for those who wish to pursue ideas. The second requirement is seen in consideration of group desires. Courses in Americanization, parent training, and speech for union members are examples of this. To meet the third requirement, the community college shows relation to life at large. The school serves both people and organizations. The needs of the people are reflected in the course offerings. In conclusion, the Rev. Payne suggested that there is one important question to be considered: Does the program work? The reflection of people's needs and the rich and varied offerings were submitted as proof of this.

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## Most Serious Problems of Seniors

CURN C. HARVEY

**D**URING the last month in the school year, seniors in ten Utah high schools were invited to answer anonymously in their own words this question: "What do you consider your one most serious problem?" A total of 1,674, or about two thirds of those expecting to be graduated, responded.

The high schools included in the study ranged in size from 3,000 enrollment to 125, and were located in cities, small towns, and rural communities. One school was located in an old mining town and another in a uranium boom-town. Most of the seniors merely stated their problems, but a few wrote paragraphs elaborating on them.

Fifty-three stated there was no particular problem bothering them at the time. Some sample responses of this group were: "I'm content with the way I live now." "Everything is just perfect—until my next problem comes along." "I usually take things as they come, and don't worry much, but when something bothers me, it really does bother me." "No big problems, just little ones." "Get along fine—nothing has me licked." "I don't allow my problems to become serious; my motto is live for today." "Nothing—I'm just a happy kid."

As the study dealt with seniors when they were nearing the end of high school and looking toward the future, the problems they were most conscious of proved rather difficult to classify. It was impossible to be entirely objective in breaking them down into classifications, as many of them were inter-related and involved various factors. In many instances, the classification under which a problem was placed was decided in a rather arbitrary manner. The following table shows the classification of problems which seems most appropriate.

### UNCERTAINTY OF THE FUTURE

Being mixed-up as to what to expect of the future seems somewhat a normal reaction for boys and girls when they reach the end of high school. When this milestone is reached, the future seems an enigma, and for today's youth it is more perplexing because of uncertainties of the atomic age. Of the 206 statements classified under this division, the following are typical: "The future in this atomic age represents a vast field of unknown events; planning for the future in the face of un-

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Curn C. Harvey is a Teacher of the Social Studies, Dugway High School, Dugway, Utah.

Classification of Problems	Rank	Per cent	No. of Seniors
I. My Future (1,052 seniors or about 65 per cent of the total)			
Uncertainty of the future.....	1	12.7	206
Further education.....	2	12.3	199
Employment.....	3	11.2	182
Financial matters.....	4	9.9	160
Military service.....	8	6.7	108
Finding a life goal.....	9	6.4	103
Marriage.....	10	5.8	94
II. Myself and Others (569 seniors or about 35 per cent)			
Getting along with others.....	5	9.3	150
Health.....	7	7.7	124
Boy-girl relationship.....	11	5.1	83
Home and family.....	12	5.0	81
Things in general.....	6	8.1	131

certainty is my most serious problem." "I simply don't know what to count on or expect in the future." "I'm worried about the unknown things coming up in life after graduation." "The world situation is the greatest problem of everyone today." "I'm worried about what science is doing to the world." Other typical statements were:

What to do after high school.

Just kind of worried or confused over getting out of school.

After graduation, I don't know what road to take.

The ever-present threat of war.

Fear of life and the future.

Unprepared to face problems.

Settling down and finding security.

Can't plan for marriage, college, *etc.*, because I expect to have to go in the army.

Conditions which face today's youth.

What is in store for me in the future?

No feeling of security. I simply don't know what to expect.

#### FURTHER EDUCATION

Study of the problems named indicated that about a third of all those who answered the question desire to continue their education in some way. However, most of those who mentioned future education regard their key problem as some issue, obstacle, or conflict in the way of attending college or some other avenue of learning. Some of the things which seem to have the young people stumped are: College *versus* a job. College *versus* marriage. College *versus* military service. Meeting college expenses. What to major in when going to college. Which college or university to attend. Fear of being able to adjust to college life. Worry over having the ability to succeed in a special course. The following seem representative of the thinking of the 199 seniors whose most serious problems were classified under this category:

I want to take a business course and get a job, but my parents are set on my attending the university.

Further education, probably college, but anything that will lead to security.

Deciding between college and working now, or whether to join the navy and learn a trade there.

What to take up when I go to college.

Worried about college entrance examinations.

Do I have enough brains for college?

Learning to settle down so that I can make it in college.

Wasted my time and now I want to take up engineering.

Getting an education so that I'll be able to make a living.

I have not learned how to study and have worried about making a success in my future education.

I'm worried about being able to adjust myself to the new life and environment of college.

Making my parents see that it's best to attend college away from home where I'll learn self-reliance and independence.

To get a practical education—something I can use in making a living.

I've got to find a way to settle down before going to college.

#### EMPLOYMENT

About eleven per cent of the seniors stated that finding employment was their most serious problem. In many instances, however, it was evident that they considered this their most serious problem because some other objective depended upon it. Some of them considered it their most difficult problem because future education depended on finding a job for the summer or a part-time job while attending college.

One thing bothering many young people is lack of experience. Several mentioned work experience, and asked: "How can I get experience if no one will give me a job without experience?" One stated: "Everywhere I inquire there are few openings and they want experienced people." A few worry over getting a job because they are too young. Some who want temporary employment say that the only work open to them on a temporary basis are such jobs as dishwashers, gas station attendants, waitresses, or carhops. A problem over which many of those looking for jobs are puzzled is how to go about finding one. Some suggested that high schools should give more training along the line of how to find and apply for a job. A picture of why and how employment is problem number one for many seniors may be formed from these answers:

Finding work that I will enjoy doing and provide a substantial living.

Getting a job that has a future.

A job—employers take advantage of you if there is competition.

A job so I can get married.

A recommendation for a job—they recommend you on the basis of prejudice.

I must get a job but don't know what I want to do or can do, for that matter.

Finding a job without any work experience.

Don't know how to go after a job.

I'm qualified as a secretary, but I'm only sixteen years old.

I freeze up and feel like I was begging when I go to ask for a job.

Worried over finding work.

I may have to wait years before getting employment with a good company.

Finding a job that will give me a purpose in life.

A job which will offer lifetime security.

The jobs which are open now may be only temporary, and what if there is a depression?

#### FINANCIAL MATTERS

Closely related to this problem were others which have a bearing on their future, such as planning ahead, further education, and, especially, employment. One boy placed his finger on a central idea in the thinking of many young people when he said: "My most serious problem concerns money as I think most problems do." Another stated: "My problem is money, the root of all activity." In the majority of instances, financial problems were related to something connected with the future rather than with a temporary need or desire; for example, money for college. Money to get married and start a home. Money to use in going into business. Several are concerned over not being able to save money or use it wisely. One said: "My problem is being able to hold on to money after I get it." Another: "When I was a kid I never had an allowance, and now I don't know the value of money and spend it foolishly." Other typical statements follow:

Just money to do the things I want to do.

Getting out of debt.

Earn some money so that I can be independent of relatives.

Father is disabled and I have to earn my own keep.

Money—you've got to have it to keep up with the crowd.

Money to take my mother to the hospital.

Raising money to use in educating myself.

Money—the more I get of it the more I need.

Money—we need a modern Benjamin Franklin to teach us thrift, or is it just common sense?

Frustration due to lack of money, especially for dates.

I need to get a job and earn some money, but I am just an irresponsible kid.

Getting enough money to keep up with activities.

Financing future education—we need some source where we can borrow money and pay it back after we become of service to our country.

I want to study medicine, but I don't know how without money.

How to finance college—if I have to work my way through I will miss out on many things and perhaps be a misfit socially.

Money to start a business of my own.

#### MILITARY SERVICE

A big factor causing conflict and indecision among young people is that of military service. It is the hinge on which the door to the future of many seniors swings. Some stated their most serious problem bluntly as: "The draft." "War." "The future, if any, after another war." "Future Koreans." "Getting my stretch in the army over with." The problem is not limited just to boys. One girl stated: "The army will take my husband one month after we're married." Another: "The boy I

want to marry has to go into military service." Other succinct statements of the problem of military service made were:

Should I get a job and wait to be drafted or volunteer and try to get in the branch of service I like?

Whether to join a reserve unit or take my chances when drafted.

I have a good job lined up, but I am afraid of losing it by being drafted into the service.

Whether to join the navy and try to learn a trade while serving my country or wait to be drafted.

If I enter college, will it be interrupted by the draft or another war?

I need more information to decide whether to join the Air National Guard, Army Reserves, or ROTC at the University.

It's been slowly dawning on me that, come graduation, I'll be eligible for the draft.

I'm old enough to fight, but not old enough to vote.

Getting deferred from military service to go to college and learn to help people—not kill them.

My plans for college, marriage, and a career will probably be gone with the wind by the time I get out of the army.

Worrying about when the draft papers come.

I want to go into business, but I will have to get my military obligation over with first.

The draft—probably the most serious problem facing most senior boys.

#### FINDING A LIFE GOAL

The problem of what the boys and girls are going to be doing in the future and what they are going to make of their lives seems to loom large in their consciousness. Many show an acute uneasiness because they have not selected a central goal or purpose in life. This is not only indicated by the 103 problems classified in this category, but it is emphasized in problems stated in several of the others such as future education. Seventeen students stated their most serious problem as "Making a success in life and finding my place in life," fourteen, "Selecting a goal in life," and, thirteen, "Choosing a lifetime vocation." Many others conveyed similar ideas, but they expressed them in slightly different words; for example:

Finding a future and life goal for myself.

Choosing a lifetime career.

Making a niche that will provide future security.

Deciding what to aim for in life.

Preparing myself for a useful and satisfying career.

Where am I going?

Selecting a goal and keeping it in sight.

Finding a vocation which will be both beneficial and interesting.

Trying to decide on a life's work in line with my ability.

I'm worried that I won't find an occupation I'm suited for.

What should be my goal in life and how can I realize it?

Finding a goal in life which will make for happiness.

What are the best things I should get from living?

I'm not sure what to try to do after finishing school.  
I can't make up my mind what to choose for a life-time vocation.  
Deciding what I'm fitted for.  
Learning what values are most important to work toward in life.  
To do something which will give me a reason for living.  
To accomplish something in life which will give me recognition.  
Choosing an unselfish goal in life.

#### MARRIAGE

Seniors included in this study were especially conscious of problems related to marriage, and it was a factor in many of the problems mentioned above. Problems in this group are not of the "Boy Meets Girl" type, but are of a more mature nature. As was true in regard to most of the problems of young people, they can best be visualized by letting the boys and girls tell their own problems in their own words. The following seem to cover most of the situations where marriage was the key factor in the most difficult problem:

Whether to get married before my boy friend goes to the service.  
My boy friend wants to postpone marriage until we get more money; I don't.  
Unprepared for marriage—there should be a course in high school to help us.  
My father's in a mental hospital, and I don't know whether it's right for me to marry.  
Deciding whether to have a career and marriage, just a career, or just marriage as a career.  
I'm going to marry one boy and a boy in the service thinks I'll be waiting for him.  
Should I get married immediately or have a fling and be on my own?  
I want to get married but my parents think I'm too young.  
To make some man a good wife: How do I find him?  
My parents are trying to marry me off to a man I don't love.  
My fiance is ten years older than I am: What about it?  
I'm tall and the man I plan to marry is short.  
My fiance belongs to a different church and I'm not sure it'll work out.  
My mother wants us to live near her after we're married and I know she'll try to run our lives.  
My marriage is planned for next month and I believe this is the most important step in life.  
I'm used to having my own way; I know this must be changed when I'm married, but will I be able to do it?  
I've never learned to assume responsibility, especially in using money, and I'm afraid I can't adjust to marriage.

#### GETTING ALONG WITH OTHERS

Many problems under the seven divisions presented above deal with factors of personal adjustment; the problems classified under "Getting Along with Others" deal with social adjustment. This is true of most of the problems in the last part of this article. Personal problems usually determine how an individual will adjust to his social, natural, and cultural environments.

Problems of getting along with others are bound up with all the problems of people. They key to social adjustment of any individual is getting along with and being accepted and liked by others. Such terms as making friends, being liked by others, being accepted, a feeling of belonging, being needed, and getting along with others appeared very frequently. Other revealing statements which were characteristic of the 150 listed in this category are:

Too much tension in working with others.

Don't use my leisure time wisely due to not being able to work with others in groups.

My life is cluttered up with problems because I can't make friends.

Making friends and feeling accepted.

Trying to mix in groups.

I'm hostile toward others.

People are always picking on me.

Doing what *I* want to do; people are always trying to make me do what *they* want.

Being accepted by other people.

Associating with people.

Problem No. 1—my friends.

Racial discrimination.

Making and keeping friends.

Understanding people and being able to *take* them.

People think I'm stuck up because I can't carry on a conversation.

Difficult for me to join groups and participate in activities.

People think I'm conceited because I don't feel comfortable in crowds.

Adjusting myself to likes and dislikes of others.

Finding understanding from others and being master of myself.

People—the most important thing in life is to be able to understand and get along with people.

The boss where I work is always jumping down my neck.

People think me arrogant when actually I feel just the opposite.

Too self-centered and inconsiderate of others.

Too timid and sensitive to make friends.

Trying to push others around.

To make friends that I can trust.

I always offend people by doing and saying the wrong things.

### HEALTH

This area is very important; for without sound physical, mental, and emotional health, an individual lives under a great handicap and success in many things is impossible. The number of problems in this area dealing with mental and emotional health outnumbered those of physical health more than four to one. A feeling of inadequacy and insecurity is a pronounced characteristic of those who have problems of personal adjustment.

Worrying about the future, about unimportant matters, what others think of them; inability to think and make decisions, to concentrate, and assume responsibility and face problems; shyness, self-consciousness. lack

of self-confidence; aggressiveness; feeling of inferiority; afraid of making mistakes; feeling out-of-step with everything—these are symptoms of unsound mental health or emotional disturbances shown by what about 100 seniors named as their one most serious problem.

Number one problems in physical health included: acne or pimples, overweight, bad teeth, hearing, running ear, inability to sleep, poor posture, frequent colds, and poor eyes. Here are some of the mental or emotional problems in the words of the senior students:

I have an inferiority complex and can't fit into any situation.  
Feeling of being left out of everything.  
Afraid of making mistakes—especially in my manners.  
I want to run away from responsibility and problems.  
I have a hostile feeling toward people and want to rebel against everything.  
Don't like to be with people—just glad when the party is over.  
I don't have any self-confidence or even faith in myself.  
Doing crazy things to get people to notice me, I guess.  
Making excuses and blaming others.  
People take me for a show-off when actually I feel inferior.  
My feeling of inferiority and insecurity has reached a stage where I no longer have any ambition.  
I am unable to cope with the thing demanded of me.  
Worry—private enemy number one.  
To be able to meet people and feel at ease with them.  
A phobia of tests.  
Lack of ability to apply myself in anything I do.  
Cannot face reality and want to isolate myself from others.  
Daydreaming when I should be doing something.  
I know I'm hated at home because I don't have much talent.  
I missed two years of school and now I'm out-of-step with others wherever I am.  
My problem is to attain the feeling of security and serenity which most people have.  
I spend most of my time hating and being jealous of others.

#### BOY-GIRL RELATIONSHIPS

Nine of the seniors in this study said that "boys" and seven other that "girls" was their one most serious problem. A number said that their most serious problem was to find a date for the graduation dance. The problems in this area are covered in the following, stated in the language of the boys and girls themselves:

I wish I could learn to be natural and get boys interested in me.  
I like two boys very much and can't choose between them.  
Understanding boys and not fighting with them.  
Do I really love the boy I've been dating for about a year?  
Boys—they're all so juvenile and immature. Will they ever stop being tied to their mothers' apron strings?  
The girl whom I love has been steppin' out on me.  
Women bother me and take too much of my time.  
I am about to have my first child and as yet I'm unmarried.  
I have trouble keeping boys interested.

I've never been on a date in my life and no one will ask me.  
Is there anything wrong with me—no one will ask me to go out with them.  
I just don't seem to be able to understand girls.  
I have a special girl in mind, but can't get up enough nerve to ask her for a date.  
I don't find myself wanting to date girls, so I don't. My parents think I should.  
What can I do to make a certain boy notice me?  
I'm worried about what will happen when my boy friend goes to college next fall.  
Finding a nice girl who will like me and who I will like.  
I don't have too much money to spend and can't seem to interest girls.  
After one date, the boys won't call again.  
The fellows with cars have the upper hand with the girls.

#### HOME AND FAMILY

Young people today are living under different conditions from those under which their parents grew up. Problems in the home and conflicts between young people and their parents are common, and are to be expected. This study showed that many problems of home and family relationships still persist when boys and girls have reached the end of high school.

Some of the problems in this area were stated in rather general terms; such as: trouble at home; can't get along with father; family problems, mostly parental. Others were more definite: "I know I am unwanted at home and do not please my parents." "Nagging and quarreling at home." "Father is an alcoholic." "I hate my mother and want to leave home." These and the examples given below cover most of the home and family problems emphasized by the boys and girls:

I don't have a good home life because both my parents work and are always tired and irritable when I see them.  
I can't get along with my step-mother.  
My mother is away most of the time and father does not like to be with me.  
A cantankerous grandfather who keeps our home upset most of the time.  
I have a domineering father who runs my life.  
My parents are divorced and my mother has remarried.  
My parents won't let me grow up.  
My parents pick my friends for me and won't let me associate with anyone of my own choosing.  
There's no love in our home—only crabbing and bickering.  
The rest of the family don't think I have feelings.  
Trying to make my parents realize that I'm not a child anymore.  
My parents are unhappy and miserable and I'm the same way at home.  
Why do I have to be sheltered all the time by my parents?  
Trying to keep peace at home.  
My parents have my future all cut and dried, but I have other ideas.  
Finding a little understanding at home.  
Gaining a little independence from my parents.  
My mother watches me like a hawk.  
My parents don't trust me.  
Some member of the family always carrying a chip on his or her shoulder.

My family always decides to move every time I make a few friends.  
I am adopted and always feel like a stranger.  
My parents pry into my affairs and preach to me.  
I'm not wanted and am in the way at home.  
I have policemen for parents.  
I am ashamed of my parents and have no place to take my friends.  
My home life is a nightmare.  
Tension between parents and activities.  
I want to stand on my own feet, but my parents still treat me like a baby.

#### THINGS IN GENERAL

This classification of miscellaneous problems includes habits, attitudes, traits, and many others which might have been placed in one of the eleven other categories. As has been the case throughout this study, there is much overlapping and inter-relation of problems. Problems of school life were not mentioned very often, possibly due to the fact that the study was made of seniors just as they were finishing high school. Religion, or problems connected with religion, seemed to be of little concern for the boys and girls included in this study. Only a very few mentioned religion in any connection.

Seven students named laziness as their one most serious problem; seven others stated they did not have enough time to do everything expected of them; five, something about their car; four, smoking; four, inability to settle down; three, making up their minds; and too hot-headed, too aggressive, and no ambition, two each. Others named such problems as these as their most serious ones:

I want things I can't get and sometimes have an urge to steal them.  
Gossiping and finding fault.  
I get my mind set on some impossible thing and can't change it.  
Wetting the bed.  
Too many studies and activities.  
Little imagination.  
Slow to think when a situation demands quick thinking.  
Horse around too much and never buckle down to business.  
No accomplishments; I just don't apply myself.  
I have an intense contempt for work of any type or description.  
Growing pains.  
No stick-to-it-ive-ness in my make-up.  
Sick of school but expect things to be worse after it ends.  
My most serious problem results from having been born a girl.  
No drive—a do-nothing attitude.  
Habit of thinking tomorrow will be better.  
Can't pay attention to details.  
Punctuality—they say I was late getting born.  
I can't remember names and not much of anything else.  
Trying to be too independent.  
A cramped schedule of living.  
Work, worry, too much homework, tired, poor health—just life.  
Keeping from doing, saying, and thinking things I know are harmful to me.

To overcome my sensitive nature.

Too quick tempered—don't think before acting.

Poor in reading.

Budgeting my time.

I'm too fickle.

Can't meet people—have been shown how to act when I am introduced to people, but I still don't know.

Too talkative.

Lack of personality.

By-products of growing up.

Our school is run like a prison.

I can't listen when someone else is talking.

Others seem uncomfortable when I'm around.

Always getting mixed up in some accident and getting hurt.

Being stubborn.

I don't trust people, especially relatives.

#### CONCLUSION

Many seniors in these high schools are concerned with problems of personal and social adjustment. The schools should provide help for their students in finding solutions to as many as possible of these problems.

The first step should be for the schools to find out what the most serious personal and social adjustment problems of their students are. Then the schools should plan to meet this need through a unified effort on the part of all school personnel to help students work on their problems.

Some schools have guidance specialists who can best deal with certain types of problems, but it takes the entire staff to deal with the multitude of problems found in any student body. Every efficient teacher gives guidance to students with whom she comes in contact through her classes, activities, home room, *etc.* By finding out what the real problems of students are, a teacher can do much to help students solve some of them. Helping students solve problems of personal and social adjustment should be part of the work of every teacher whether his subject is in the fields of social studies, English, science, physical education, home economics, or any others. The schools are not meeting the needs of boys and girls unless they give effective help in solving personal problems.

In the senior year of high school, it seems that a separate course to deal with personal and social adjustment problems of young people would be exceedingly valuable. Such a course would help them face an uncertain future with greater vision and courage.

## Characteristics of High School Report Cards

BEEMAN N. PHILLIPS

**T**HE report card is important because it has a key role in the educational program. It is an essential part of the evaluation and reporting process, and it often is the main link between the school and the home. Other ways of reporting to parents have been tried, but none have been found to be satisfactory substitutes for the report card.

The report card, which has been the concern of educators for many years, has undergone many changes. The report card of yesterday in many instances bears little resemblance to the report card of today, and the report card of tomorrow may be considerably different from the report card of today. This is not to say, however, that change is in itself desirable, for change for the sake of change can never be an acceptable educational objective. Changes which do not lead to real improvement are perhaps worse than no changes at all, and our job as educators is to make sure that change leads to improvement in report cards.

In order to insure that change leads to improvement, it is necessary to evaluate our past efforts. This will enable us to determine the mistakes of the past, and help us to chart a clear course for the future. To do this, it is important, first, to know what changes have occurred in report cards, and second, to evaluate those changes in terms of acceptable educational criteria.

In the study reported here, an examination was made of a state-wide sample of the high-school report cards used in a midwestern state. These report cards were examined to determine their predominant characteristics. An analysis was then made of these characteristics to determine trends in report card revision at the high-school level.

### METHOD

The data for this study were collected through the co-operation of all the school superintendents of the state who were requested to send samples of their high-school report cards and to supply various types of information about these high-school reports.

A total of 216 high-school report cards were received. Most of these reports were for grades 9-12, although a few were for grades 7-9 or grades 7-12. However, all three types of reports are combined into one group in this study and no separate analysis is made of each type of report.

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## RESULTS

*Terminology*—Although the term report card is used throughout this study as a matter of convenience, it is not the only term used to describe the reports sent to parents. Although the term "report card" is found on 37 per cent of the reports, the term "report" is found on 30 per cent of these high-school reports. The term "report of progress," although quite frequently used at the elementary level, is found on less than 10 per cent of the high-school report cards. In addition, almost 20 per cent of the high-school reports contain no designation at all.

*Rate of revision*—It has been said that the rate of report card revision is increasing, and although this appears to be especially true at the elementary level, a considerable number of high-school report cards also are being revised. In this study it was found that 35 per cent of city high-school reports and 20 per cent of county high-school reports had been revised in the last five years.

*Sending reports to parents*—The question of how often report cards should be sent to parents has not been finally decided. There are those who advocate sending them out two or less times a year, and, at the other extreme, there are some who believe that they should be sent out at least 10 times a year. In this study it was found that 86 per cent of the high-school reports are sent out six times a year, and most of the remainder are sent out eight or 10 times a year.

*Use of parent-teacher comments*—A development which has received considerable attention is the parent-teacher comment. This practice is largely confined, however, to the elementary level, for only about 10 per cent of the high-school reports contain space for comments by parents or teachers. This difference in the use of the written report at the elementary level and the high-school level may be due to several factors. It may be due to a greater need for such a means of communication in the lower grades, to the fact that report card revision is occurring at a more rapid rate at the elementary level, or to a combination of both of these factors.

*Visiting school*—A great deal of attention is being given nowadays to school-community relations, and the report card can play an important part in building better school-community relations. One of the ways in which this can be done is through invitations to parents to visit school, but an examination of the high-school report cards in this study indicated that visitation is not even mentioned on 30 per cent of the reports.

The type of invitation most frequently found is one in which parents are invited to visit school any time. This is found on 51 per cent of the high-school reports, and, although there are advantages to such an open invitation, it is likely that unannounced visits are sometimes annoying and inconvenient to teachers. For this reason, it might be better for visits to be arranged ahead of time so that adequate preparations can be made by the teacher.

Another type of invitation found on many high-school reports is one which invites parents to visit school when they are not satisfied. It is questionable whether such an invitation is in the best interests of the school, however, because it might tend to develop a negative attitude toward school visitation. A better procedure would be to encourage parents to think of school visitation as an opportunity to learn more about the program of the school and the progress of their children.

*Evaluations of pupil behavior*—Another important development has been the inclusion of evaluations of pupil behavior on report cards. This is widely practiced at the elementary level, and it is significant that some kind of evaluation of work habits and personality traits is found on 70 per cent of high-school reports. When these work habits and personality traits are examined, however, two characteristics at once become obvious. First, it is evident that there is a wide variety of different kinds of habits and traits included on high-school reports, and, second, it is evident that many of these traits and habits are very general in nature. For example, one of the most frequently found traits is "citizenship." What this actually means is anybody's guess, since it can have a large number of different meanings. It would be better to define habits and traits in terms of more specific behaviors like the example below:

#### *Citizenship*

1. Is familiar with rules of school
2. Responds cheerfully and speedily to directions
3. Tries to improve school conditions
4. Is helpful to others
5. Is careful of others' property and reputations
6. Is quiet in building; walks lightly

In the sample above the teacher can indicate which of a number of specific behaviors are unsatisfactory. If only an over-all citizenship category had been marked, there would be no way of knowing which aspect of the pupil's citizenship behavior was unsatisfactory.

Unfortunately, separate evaluations of pupil behavior are not always provided, for in many instances such evaluations are officially or unofficially incorporated in evaluations of achievement. When this is done, a pupil's grade is determined both by his achievement and by his behavior. The unfortunate thing about this practice, however, is that when achievement and behavior factors are combined a good deal of information about the pupil's performance is lost.

*Types of symbols used*—Symbols used on report cards are important because they are the vehicles by which the results of a pupil's performance in school are conveyed to his parent, and, if these symbols are not meaningful, they are of little value in communicating with parents regarding the progress of their children. Although many of the symbols on elementary report cards have been changed (only about half of these reports still use the traditional ABCDF system), there have been only a few changes in symbols at the high-school level, and 95 per cent of these

reports still use the traditional letter grades. At the same time, though, symbols used to evaluate work habits and personality traits have been changed. This is indicated by the fact that only 38 per cent of the high-school cards examined in this study use the traditional ABCDF system for this purpose.

Although there have been few changes in symbols at the high-school level, there have been many changes in the definitions of the symbols used. Only 50 per cent of the symbols used on high-school cards still are defined in terms of percentages, and when percentages are used the majority tend to fall into the following categories: A — 95-100, B — 88-94, C — 77-87, D — 70-76, F — below 70. However, when all variations are taken into account the maximum range for each letter grade becomes: A — 90-100, B — 80-95, C — 70-90, D — 65-84, and F — below 65-below 75.

For the high-school report cards which use descriptive words or phrases to define the symbols used to evaluate academic progress, the most frequently used words or phrases are: A— excellent or superior, B — good or above average, C — average or fair, D — poor or below average, and F — failure or below passing. A few high-school reports include long and elaborate definitions of symbols, and in most cases these definitions include both behavioral and achievement components. An example of such a definition is shown below:

*A pupil*

Is careful, thorough, and prompt in the preparation of all required work.

Is quick and resourceful in utilizing suggestions for supplementary activities.

Works independently and has sufficient interest and initiative to undertake original projects beyond the assigned work.

Uses his time well.

Is careful to express thought clearly and accurately.

Shows leadership in classroom activities.

Has excellent self-control and effective study habits.

Such an elaborate definition might appear to be better than the simpler definitions previously mentioned, but there are two problems connected with the use of such definitions. First, it is difficult to combine such largely uncorrelated qualities into a single mark or grade without undue subjectivity on the part of the teacher. Second, it is questionable whether pupil behavior and pupil achievement ought to be combined into a single grade or mark. Although this is a common practice in many school systems, either on an official or an unofficial basis, it does not appear to be educationally sound practice. As previously mentioned, it not only passes on misleading information, but it also fails to present valuable information about a pupil's performance.

Two other practices which should be mentioned with regard to high-school report cards are, *one*, the practice of indicating strengths and weaknesses in subjects, and, *two*, the practice of indicating reasons for the grades which are given. Both of these procedures have the advantage

of making marks more meaningful and of helping parents and pupils to have a better idea of the progress which is being made. Further attempts along these lines should be encouraged.

### CONCLUSIONS

This has been a report of the results of a survey of the high-school report cards used in a midwestern state. Two hundred and sixteen report cards were included in the survey. The characteristics of these report cards were examined, and an attempt was made to determine the direction which report card revision is taking at the high-school level. The results of the study were presented in the last section, and on the basis of these findings it may be concluded that:

1. Report card revision is proceeding at a slow rate at the high-school level, at least in comparison with the rate of revision at the elementary level.
2. There has been a trend toward the inclusion of evaluations of work habits and personality traits on many high-school reports. This is to be commended, because, although academic achievement is perhaps the first concern of the high school, other phases of a pupil's development should not be neglected.
3. Most high-school reports still use the traditional letter grading system for evaluating academic achievement, although there is a tendency to evaluate work habits and personality traits differently.
4. There is a tendency to show strengths and weaknesses in subject areas and reasons for the grades which are given. Both of these procedures help to make grades more meaningful to the parent and the pupil.
5. There is a tendency to combine behavior and achievement into a single grade or mark, although such a practice is not educationally sound. It does not provide accurate information either about the achievement or about the behavior of pupils. Separate evaluations of achievement and behavior appears to be the only reasonable course to follow.

In conclusion, it appears that report card revision at the high-school level is occurring without a sufficient sense of direction. There is little evidence to indicate either that those who revise high-school reports are working toward clearly discerned goals, or that there is general agreement on where high-school report card revision should lead. In addition, report card revision at the high-school level seems to be motivated too much by ideological and philosophical considerations and not enough by sound educational thinking. As a result, the idea that change is in itself desirable seems to have dominated some revisions of high-school reports, and in many cases this practice has led to superficial rather than basic improvements in high-school report cards. As educators, our job is to give greater direction to report card revision at the high school level, and to insure that it will be consistent with realistic educational objectives. To do this, we must continue to study our past efforts and use the knowledge gained to avoid the mistakes of the past and chart a clearer course for the future.

## A Two-Way Reporting System

GEORGE S. BATES

LOGAN High School includes grades ten, eleven, and twelve, and has a normal enrollment of about six hundred fifty students. We experimented last year with a two-way reporting system which is based on the premise that it is as important for the parent to furnish essential information to the school as for the school to inform parents of pupil progress.

Like others over the country, our school has struggled for years to develop an adequate reporting system. Numerous plans from many states were studied by faculty committees, but the same basic objections prevailed. We were making little progress. Like most other secondary schools, our faculty, and I believe our public, generally favor the traditional letter grade reporting plan (A B C D F). With our group these grades are based mainly on academic achievement. Classroom co-operation and other citizenship qualities have a bearing on the grade, more with some teachers than with others, but the academic is generally the big factor.

We have also given much consideration to using a separate rating for citizenship qualities. But because such qualities are so difficult, if not impossible, to measure, many of our teachers have hesitated to make such ratings a part of the students' official records. So we explored the idea of tying this broader evaluation to our Parent-Teacher conferences, which had been inaugurated the year before. In this first year we began holding parent-home-room teacher conferences. Our P.T.A. unit urged the development of the plan, feeling that the successful experience of parent-teacher conferences on the elementary level could somehow be adapted to the secondary.

The teachers were willing to go along with the plan, although a few were frankly skeptical. The idea of arranging for parent conferences with the pupil's various classroom teachers was considered, but discarded, because it would necessitate either an excessive amount of time, or the interviews with parents would be so short as to be of little value.

Hence we decided in favor of the home-room teachers conducting the conferences. This, of course, emphasized the need of these teachers assembling adequate information from the other teachers concerned. An important by-product value was that home-room teachers became better acquainted than ever before with their students, and thus helped promote a good home-room rapport. The conferences were scheduled by the

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PTA home-room mothers for fifteen minutes each. Near the end of the allotted time, a student guide would knock on the door as a reminder that another parent was waiting. The plan worked smoothly. One school day was taken for these interviews, with about one third of them held in the evening. On that day the pupils remained at home.

In the interviews of the previous year, there was a tendency to neglect some important factors. Especially was this true in the matter of getting desired information from parents so that teachers could better help their pupils. There was a tendency for teachers to do most of the informing. The information needed to be more uniform as well as more complete. Hence the decision to work toward a two-way reporting system.

Previously, quarter (nine-weeks) marks had been given and sent to the parents. Under the new policy, our two-way reporting system is used in lieu of first-quarter grades and report cards. Each classroom teacher provided information as directed in the form First Quarter Report, Form A.

## LOGAN HIGH SCHOOL 1956-1957

## First Quarter Report

FORM A

Student.....Class.....Period.....Home Room.....

* 1 2 3 Comments				
Progress in knowledge and skills				
Effort put forth				
Study habits				
Co-operation in classroom				
Attendance				
Punctuality				

\*1—commendable

2—average

3—questionable

On the basis of his record so far, will he receive credit in the class?

Yes ( ) No ( ) Doubtful ( )

.....  
Classroom teacher's signature

This approach places the emphasis on general qualities, including a more incidental evaluation of progress in knowledge and skills. But none of these evaluations are recorded; hence, do not become part of the official record. They are used only as one of the bases for the parent-teacher conference. The parents may retain these reports if they desire. Each classroom teacher is urged to keep a carbon copy in his files.

Because these evaluations do not become official records and are most adaptable to individual situations, provided only for the success of the conference, teachers are generally willing to offer this information.

The other phase of the conference is that of obtaining information from the parent as prescribed in Form B.

# LOGAN HIGH SCHOOL 1956-1957

## First Quarter Report

FORM B

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Student.....Home Room.....

Does he have any serious physical handicap or poor health?.....

Generally, how much home study does he do per week?.....

Does he have suitable conditions for home study?.....

Does he have part-time employment?.....

If so, what?.....His work schedule.....

Are his closest friends in Logan High School?.....

What are his interests out of school?.....

Can you suggest ways that we can help him further?.....

Parent.....

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This form may be filled out by the parent, but generally it is used as a guide for the conference, and the teacher records the information. The problem of opening the way for a discussion on the pupil's social adjustment is important and yet is likely to be resented by some parents because it may be "prying into personal affairs." Hence we used the question, "Are his closest friends in Logan High School"? This gave an opportunity for parents to lead into the subject further where the situation needed amplifying. Thus we approached the problem on the theory that both parent and teacher have the mutual obligation of reporting essential information to the other, and thus becomes a two-way reporting system.

Again the scheduling for these parent visits was done by the PTA home-room mothers. Ninety three per cent of the students had one or both parents attend. Following the parent-teacher conferences, group meetings of teachers were held to consider together the use of the information received. This Form B is filed in the office, accessible to all the student's teachers.

Regular grades on formal report cards are issued at the end of the semester (half year). We may decide that the two-way reporting plan should be used for the third quarter, thus using formal grading only for the semester. This extent of traditional marks is presently deemed ad-

visible for transcript purposes. Then too, it may help satisfy those parents, students, and teachers who believe in the basic need for formal grades.

A summary of benefits that can be expected from the two-way reporting system is:

It gives less emphasis to formal grades during the early part of the semester and encourages more attention to many phases of student personality and participation, with scholastic achievement being considered, but only as one phase.

It recognizes that in many cases parents have as much information to contribute to teachers as the teachers have for parents in considering the over-all problem of pupil progress. It brings the parent into the fore as an important functioning part of the educative process.

It greatly improves the rapport between teachers and parents. With few exceptions, the interviews were congenial, leaving both parties with more understanding of the other's problems, even though the discussions were most frank. The tendency toward mutual fear was lessened.

The use of the two report forms improves the likelihood of the interviews, providing each part with essential information on *all* phases of the pupil's school and home adjustment. Without these forms, there was a tendency for the conferences to be narrowed down, neglecting some important information.

Finally, it is working to the advantage of many pupils, because teachers are more aware of pupil problems and thus can help more wisely.

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# Enrichment Practices for Gifted Junior High School Pupils

EARL M. McWILLIAMS

EDUCATORS who have studied the problem of the identification of intellectually gifted youth have, in general, reached conclusions that are in common agreement, and it is possible to devise identification procedures that are acceptable universally.<sup>1</sup> Once gifted pupils have been identified, however, we find a wide disparity in both theory and practice as to the means by which these pupils shall be given the opportunity to develop to the utmost of their abilities. A survey of school programs for the gifted reveals that local school systems in all parts of the country have developed provisions in accordance with their educational philosophies and the needs of the communities they serve, with a resultant variety of practices with respect to segregation and acceleration for these pupils.

Enrichment of the educational experience of gifted pupils is recognized by every school as a necessity if their needs are to be adequately met, whether there is segregation of any degree or acceleration to any extent. The practices described in this article were observed in junior high schools from coast to coast, and their application can be made within the program of junior high schools regardless of the school staff's position on segregation or acceleration.<sup>2</sup> The possibilities for contributing vitally to the education of the gifted are limited only by the imagination and resources of the school and community, and each of the provisions mentioned below is an example of successful practice in a given school. The areas discussed are special classes, enrichment in the regular classroom, extra-class activities, function of the library, and the use of community resources.

## SPECIAL CLASSES

When there are enough children of high ability and evident interest in one area of the curriculum within a junior high school, it is common practice to organize a special class for these pupils. Where such classes are organized for particular subjects, the members thereof are usually

<sup>1</sup>Birch, Jack W., and McWilliams, Earl M., *Challenging Gifted Children*. Bloomington, Illinois: Public School Publishing Company, 1966.

<sup>2</sup>McWilliams, Earl M., "The Gifted Pupil in the High School," *The Bulletin of the NASSP*, XXXIX, 1-9. (May 1955)

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scattered throughout the other subject classes to assure that the student body retains democratic heterogeneity. The term "partial segregation" is often used to describe a plan that puts gifted pupils into special classes for part of their schedule.

The most common type of special class for gifted pupils in grades seven and eight is one in a foreign language. Cities which encourage such opportunities include: Indianapolis, Indiana; Portland, Oregon; Pittsburg, Kansas; Scarsdale, New York; Lafayette Parish, Louisiana; Pittsburgh, Pennsylvania; and New York City. A lay-professional committee that studied the curriculum of the Bloomfield, New Jersey, Junior High School recommended that foreign language study should begin in the seventh grade.<sup>3</sup> Latin is part of the eighth-grade program at the Latin School in Boston, Massachusetts, and is offered to eighth-grade pupils at Byers Junior High School in Denver, Colorado. A World Language class at the Hudde Junior High School (No. 240) in Brooklyn, New York, gives gifted seventh-grade pupils an orientation in five foreign languages and their corresponding cultures. A General Language class at the Pasteur Junior High School in Los Angeles, California, provides a background of history, word study, grammar, and language appreciation for eighth-grade pupils of high ability who will take French or Latin later.

In the study of English, special classes in the junior high school are organized most often on the basis of test scores or past achievement, and the number of such classes is great. However, some schools organize special English classes of groups of pupils with common interests and abilities in specific areas of the broad field of language arts. An Honors English class at Halsey Junior High School (No. 157) in Forest Hills, New York, spends most of the time on creative writing. Pasteur Junior High School, Los Angeles, has a Creative Writing class, as does the Nichols School at Evanston, Illinois. At Roosevelt Junior High School in Fond du Lac, Wisconsin, there is a Dramatics class which meets at the same time as the regular English classes and draws pupils from them for three weeks at a time to work on plays. These pupils are selected by tryouts in the English classes. In the junior high schools of the Lafayette Parish, Louisiana, there are two special sessions a week for gifted pupils, in which the approach to improving oral and writing skills is based upon a study of semantics.

Special classes for those talented in science or mathematics are not found in junior high schools with any frequency comparable to those in the language arts. The prevailing pattern in those schools with homogeneous grouping is to provide enrichment within the top classes or acceleration within the subject itself. Schools with heterogeneous classes provide individual enrichment, to be described later in this article.

<sup>3</sup>Curriculum Development Committee, *Curriculum Plan for Bloomfield Junior High School*. Bloomfield, New Jersey: Bloomfield Junior High School, 1962. Pp. 39-40.

Providing special classes for the gifted in music and art has been common procedure in junior high schools for many years. Such groups as the Choral Music class for selected girls at the Mark Twain Junior High School in Modesto, California, and the Special Art group at the Creston School in Portland, Oregon, are examples of the kind of fine opportunities made available to pupils gifted in these areas.

Typing is offered as an elective to gifted children in junior high schools or elementary schools in many places. The Madison District Schools at Phoenix, Arizona, have found this a worth-while activity.

While many schools with core-type programs maintain heterogeneous grouping, the New Yosemite Junior High School in Fresno, California, established differentiated core classes, with pupils assigned to the various levels on the basis of several factors indicative of ability.<sup>4</sup>

#### ENRICHMENT WITHIN REGULAR CLASSROOMS

Since giftedness occurs in only a small percentage of our pupil population, the chances that the average junior high school will have enough gifted pupils to form special classes are not very great. Therefore, a much more common problem is that of enrichment for one or a few gifted pupils in the regular classroom of an average school. The following examples show what some schools are doing to meet the needs of such pupils.

Classes in the language arts offer a myriad of opportunities for providing activities that will develop ability in both oral and written expression, as well as appreciation of literature. Pupil participation in such activities as debate, oratory, dramatics, elocution recitals, and creative writing has been a traditional part of the program of American schools since the early days. Not all of these activities are to be found in all schools today, but each can be found flourishing somewhere in every section of the nation.

Provisions for encouraging creative writing are common, and examples of the high quality of writing by pupils can be found in *Forest Trails*, a literary magazine by English pupils at Halsey Junior High School (No. 157) at Forest Hills, New York, and in *The Latin School Register* of the Boston Latin School. Classes which are characterized by worth-while creative activities within the regular English class program are to be found at the Roland Park Junior High School in Baltimore, Maryland; the Roosevelt Junior High School in Fond du Lac, Wisconsin; and in several schools in Portland, Oregon. The material used in the closing day exercises of the Lincoln Junior High School at Kenosha, Wisconsin, is written by gifted pupils. A strong interest in poetry writing is encouraged by participation in a "Browning Poetry Contest" at Rogers Junior High School in Long Beach, California. This activity at Rogers continues from year to year. The Gifted Child Project at Portland,

<sup>4</sup>Denton, Joseph C., Sr., "A Core-Organized School in Action," *California Journal of Secondary Education*, XXVII, 125-128. (March 1962)

Oregon, issued a mimeographed bulletin of suggestions for incorporating creative dramatics into the activities of a regular classroom. Essay writing by the gifted is encouraged in the Modesto, California, schools as a means of aiding children to learn to organize and present ideas in writing.

English classes at the Byers Junior High School in Denver, Colorado, are outstanding in the use of pupil imagination in presenting material to the group. This school does many of the things which are so effective in elementary classrooms to make both materials and rooms attractive and interest-catching, but the teachers at Byers recognize the relative maturity of their pupils and do not allow such activities to be regarded as "kid stuff" or to interfere with the progress of learning. An eighth-grade class studying folklore collected and put into notebooks material from the literature of all cultures, illustrating categories of folklore such as: exaggeration, mechanical devices, animals and natural wonders. A seventh-grade class developed a deep interest in the medieval period through reading, so they decided to organize their class as a Round Table. Bulletins were issued as royal edicts. Class members moved through three stages—serf, squire, and knight or lady—as they completed the work assignments of the class. A shield designed by members of the class was on the wall, and a motto was adopted. An illuminated chart of the class-written "Standards of Knighthood" contained one that would have given King Arthur a surprise—"A Knight is a good student. He tries hard in all subjects and can never get a 'D'."

In an eighth-grade English class at Simis School in Phoenix, Arizona, the writing of a newspaper evolved out of the work in language. After the paper had been produced, gifted members of the class conceived the idea of making a filmstrip to show how such a paper is made. They took their own pictures and wrote the captions for the filmstrip.

Oral and written reports give an opportunity for the gifted pupil to develop individual interests and express his ideas and findings. Introducing such reports into a class for discussion can be most helpful to the teenager. Pupil-written biographies are used effectively in many English classes, as well as social studies.

Some gifted children are weak in grammar, while others are ahead of the average in their classes. A teacher at Western Hills High School in Cincinnati, Ohio, allows gifted pupils who have a good mastery of grammar to teach the class when this phase of the work is scheduled. Pupils can progress at their own speed when provided with individual assignments and individual progress records like those at the Skokie Junior High School in Winnetka, Illinois.

Social studies classes offer innumerable opportunities for enrichment, both for individual pupils and for groups. Class planning can be very effective in this subject field, and there are many examples of excellent teacher-pupil co-operation in planning units to be studied. Sometimes this takes place in classes where unit topics are assigned and then the class plans how to study the topic, as at the Roland Park Junior High School

in Baltimore, Maryland. Here the gifted have an opportunity to develop leadership in group thinking.

Special reports of individuals and groups are invaluable devices for enrichment here, as in language arts. Two bright pupils in a ninth-grade civics class at Hawthorne Junior High School in Wauwatosa, Wisconsin, presented to the class and then led a discussion on the results of an inquiry they had made, through reading and interviews, into the nature of the soul and mind of the human being. This had been prompted by reading about Plato and his ideas.

Role playing is a stimulating experience to imaginative pupils and lends itself to use in the social studies. At the Lakewood Junior High School in Long Beach, California, a Latin American Conference gives pupils an opportunity to engage in role playing, and the gifted have opportunities for intensive research in preparation for their part in the conference.

Some social studies classes write their own books. At the Cedar City Junior High School in Cedar City, Utah, a class studying Utah history wrote their own textbook, which was presented to the school library when the class had finished using it. Another class of seventh-grade pupils at Cedar City collected pioneer stories from their families and put these tales into a booklet which was mimeographed. Such activities offer the gifted opportunities to serve as editors and organizers, as well as writers. An eighth-grade class in American history at Waukegan Road School in Northbrook, Illinois, wrote a history book, with responsibility for the various sections taken by class committees. A gifted boy wrote chapter introductions. A class in Long Beach, California, which was studying the Civil War, wrote two newspapers of the period of the war, one representing the northern viewpoint and one the southern.

Although the majority of junior high schools have arrived at the conclusion that acceleration of subject matter is the best way to provide for the gifted in the skill subject of mathematics, there are many enrichment possibilities in this field.<sup>5</sup> Such activities can help the gifted to develop their interests in mathematical topics and in the broad applications of the subject matter. The faculty of the Garrison Junior High School in Baltimore, Maryland, made a study of the gifted in their mathematics classes and prepared a bulletin of their recommendations.<sup>6</sup>

Our gifted children live in a world where every day brings forth some exciting new development in the field of science, and the teachers of this subject have found that they can enrich the schoolroom experiences by capitalizing upon the science hobbies and reading which the pupils are enjoying outside the school. In countless science classrooms, individual and group projects are demonstrating pupils' interests and their intensive

<sup>5</sup>McWilliams, Earl M., and Brown, Kenneth E., *The Superior Pupil in Junior High School Mathematics*, United States Department of Health, Education, and Welfare, Bulletin 1955, No. 4. Washington, D.C.: U. S. Government Printing Office.

<sup>6</sup>Mathematics Department. *Dealing with the Superior Student in Mathematics*. Baltimore, Maryland: Garrison Junior High School, 1951.

work on scientific topics to a degree that proves how worth while it is to provide such activities within the school program.<sup>7</sup> The procurement of suitable materials is a troublesome problem in science, and to keep up to date on such topics as atomic power, teachers often use pamphlets issued by leading industrial and research organizations. Often these materials are written especially for pupils.

Because most of the attention in discussions of providing for the gifted centers upon the mentally gifted, much excellent work that is going forward in the field of industrial arts and home economics goes unnoticed. A significant effort is being made in Portland, Oregon, to identify those who are gifted mechanically and to provide the best possible education for them. In several New York City junior high schools, gifted boys and girls are scheduled for co-educational home economics and industrial arts classes.

An example of the kind of industrial arts class which serves mechanically gifted pupils and at the same time provides valuable experiences for otherwise gifted pupils is to be found at the Hyattsville Junior High School in Hyattsville, Maryland. The shop class is organized on the same plan as the personnel organization of an industrial plant. There is a Class Foreman and Assistant Foreman, with duties of shop management and control of both personnel and materiel. The activities of the class are under the following departments: Safety and Health, Equipment, Materials and Supplies, Maintenance, Records, and Clean-Up. The set-up is flexible, so that newly elected foremen may rearrange and reorganize to suit their plans. Foremen are elected for two-week periods and may be re-elected. One advantage of this plan is that boys who may not be mechanically inclined can have the experience of learning about industrial organization and discovering the possibilities for those whose giftedness is in other directions to find places for themselves in personnel work, management of production, accounting, drafting, and design.

The fine arts, well taught, are enrichment classes *per se*, and in most junior high schools a tradition of individual work for creative giftedness is to be found. Capable teachers in all subjects are alert to the possibilities of enrichment by using the fine arts in every classroom. An outstanding art program, which serves all subject areas in a multitude of ways and still provides adequately for creative individual production, is the one at Mosholu Parkway Junior High School (No. 80) in The Bronx, New York City. Interesting work in "free" art projection by gifted pupils has been done in the art classes at Lee Junior High School in Baltimore, Maryland.

To turn from specific subject areas, there are some general principles of enrichment which apply to all classroom situations. Critical thinking

<sup>7</sup>Meister, Morris, "What Provisions for the Education of Gifted Students?" *The Bulletin of the NASBP*, XXXV, 30-38. (April 1951)

Brown, Kenneth E., and Johnson, Philip G., *Education for the Talented in Mathematics and Science*, United States Department of Health, Education, and Welfare, Bulletin 1952, No. 15. Washington, D.C.: U. S. Government Printing Office.

is one aim of education of the gifted, and many teachers plan lessons or whole units with this objective in mind. A test to evaluate critical thinking of junior high-school pupils has been devised at the University of Oregon.<sup>8</sup> Another trait which it is essential to help the gifted child cultivate is the ability to listen critically. Reference to the need for this recurs often in discussion of gifted pupils. Some schools help these pupils to develop a sense of responsibility for management of affairs by assigning to them such duties as planning and arranging classroom and school bulletin board displays, clerical duties in classes or offices, helping other pupils who are having difficulties with their lessons, and assuming control of a classroom when a teacher is called away.

To aid the classroom teacher there are available many fine audio-visual materials. Several schools appoint gifted pupils to positions as operators and caretakers of films and projectors, with the intention of thus enriching their experience in many directions. The filmstrip is a good enrichment device for an individual pupil, for it can be used in a corner of a classroom without interrupting other activities. The educational television station in Pittsburgh, Pennsylvania, is experimenting with enrichment programs for the regular classrooms.

Since the range of reading ability varies so widely in the average class, teachers must have on hand materials to suit all ability levels. For the advanced reader, this often means books and magazines written for senior high-school pupils or adults.

#### ENRICHMENT THROUGH EXTRA-CLASS ACTIVITIES

Junior high schools throughout the nation provide for individual differences through extra-class activities. Here the early adolescent pupil can explore areas of human activity not touched upon in his classroom and develop his particular abilities and interests. For the gifted it is an area of great potential value for enrichment.

Student council organizations enable pupils to develop social leadership. These councils all across the country are grappling with the same type of problems, and it is encouraging to witness the democratic manner in which most of these organizations operate. The school government at Skokie School in Winnetka, Illinois, is outstanding both in the degree to which it really governs the life of the school and in the unique structure of the school society of which it is a part. This school program offers a unique experience to its pupils, who live in a school environment which closely approximates our complex, highly organized society, with a multitude of opportunities for gifted leadership to operate. The representative government of Skokie levies a graduated income tax on the citizens of the school and a corporation tax. The latter is an assessment on the earnings of the school operations, which engage in various enterprises such as bee keeping, raising of pets, bank and credit union, manu-

<sup>8</sup>Macy, M. T., and Wood, Hugh, B., "Test of Critical Thinking," *Curriculum Bulletin No. 99*. Eugene, Oregon: School of Education, University of Oregon, December 18, 1951.

facture of ink and face cream, consumers co-operative, a mutual insurance company (for dish breakage in the cafeteria), raising shrubs and trees, and a closed shop dishwashers union.<sup>9</sup>

Several junior high schools have outstanding programs that provide exploratory experiences for all pupils, and the gifted should be encouraged to sample a variety of extra-class activities. The Exploratory Hour is part of the daily program at the Junior High School in Cedar City, Utah. Pupils elect an activity each semester, and only those gifted in music are encouraged to choose the same activity for more than one semester. The groups organized in a typical semester are: student council, wild life, journalism, photography, square dancing, glee club, band, lapidary club, store and bank, dramatics, reading, agriculture, and aviation.<sup>10</sup> This list varies from year to year as pupil interests and needs change.

The Major Interest Workshops at the Hudde Junior High School (No. 240) in Brooklyn, New York, give pupils an opportunity to explore in depth a given field of activities in the seventh and eighth grades. Here, too, the list of workshops changes from semester to semester but may include these areas of interest: vocal music, instrumental music, dramatics, creative writing, journalism, art, science, French, Spanish, typing, and dancing. The pupils at Hudde who are enrolled in the workshops often find their interest to be transitory, as well as sometimes discovering deep interest and ability in an explored area.

At the Central School in Glencoe, Illinois, there is a Special Needs Period which meets four times a week. This is an exploratory program for the most part, but some pupils who have deficiencies in school learning areas are scheduled for remedial work at this time. The pupils elect new activities every nine weeks.

An attribute to human adjustment that is essential in the life of every growing child is his social competence. Schools must recognize the achievement of this to be one of the primary aims of their planning, especially at the junior high-school level, where the "storm and stress" of adolescence begin to affect youth. A national organization which is concerned with the welfare of gifted youth rates social adjustment as a vital outcome of provisions for these youth.<sup>11</sup> Extra-class activities, by their very nature, are rich in potentiality for development of social competence in individual pupils. One of the most successful plans for helping pupils in this respect is the Human Relations Course of the Madison Schools in Phoenix, Arizona.<sup>12</sup> This program is based upon learning to live by

<sup>9</sup>Cawalti, Donald G., "Laying the Groundwork for Effective Economic Citizenship," *Educational Leadership*, V, 29-34, (October 1947)

<sup>10</sup>Miles, Lorin C., "The Adolescent Explorer Finds What He Needs," *NEA Journal*, XLIII, 457-558, (December 1955)

<sup>11</sup>Williamson, Pauline Brooks, "The American Association for Gifted Children: Objectives and Growth," *Understanding the Child*, XXII, 121-124, (October 1952)

<sup>12</sup>Erdman, Loula Grace, "Three R's and a Fourth," *National Parent-Teacher*, XLVIII, 4, 7, (May 1954)

the Golden Rule. Through the years of its history, much of the planning has been by gifted pupils.

Pupils in a science class at Walnut Hills High School in Cincinnati, Ohio, decided that some of the special reports given in their class would be interesting to other pupils in the school. They drew up a list of these reports and offered to present them as part of the home-room programs for any group interested. The idea caught on, and the original plan has been expanded into a speakers bureau called "Programs, Incorporated", which offers talks and demonstrations on a wide array of subjects.

#### THE FUNCTION OF THE LIBRARY

The school librarian can be one of the most influential teachers of the gifted. Within the library is the collected wisdom and inspiration of our civilization, and to help a pupil explore this storehouse is a privilege rich with exciting possibilities. The librarians of the Newark Public Schools, conscious of their obligations to the gifted, have made a study of how to serve them best.<sup>13</sup>

At the University School in Columbus, Ohio, the library does outstanding work in serving the pupils in this core-type program. The library is a resource center open to individuals and groups all through the school day. Records are kept of the free reading of pupils, and the librarian has frequent conferences with individuals about their-reading program. This type of assistance assures that they will have encouragement and guidance in achieving both breadth and depth in their reading.

A definite attempt to encourage gifted pupils to read on an adult level was successful at the Harman Junior High School in Hazleton, Pennsylvania.<sup>14</sup> School librarians everywhere report that they are constantly alert to discover books and periodicals that meet the demands of pupils with advanced reading ability. As a supplementary source of books, some schools organize local chapters of the *Teen Age Book Club*, sponsored by Scholastic Magazine, which offers paper-bound books of high quality to its members.

At the Boise School in Portland, Oregon, a survey of independent reading at home was made among the pupils. Field trips to the nearest city library were then arranged for pupils with above average reading ability who did not have reading opportunities at home.

The Cincinnati schools have circulating collections of books which are being considered for purchase as auxiliary reading material. Gifted pupils in the various schools are asked to read these books and evaluate them. This gives them an opportunity to render service and, at the same time, to widen their reading horizon.

<sup>13</sup>Newark School Librarians Association, *The Librarian and the Gifted Child*. Newark, New Jersey: Public Schools, 1953.

<sup>14</sup>Gregory, Margaret, and McLaughlin, William J., "Advanced Reading for the Bright Child," *The Clearing House*, XXVI, 303-305. (December 1951)

## USE OF COMMUNITY RESOURCES

Junior high schools in many places have lay representation on committees that plan and evaluate programs for gifted pupils. These schools have found that not only do they benefit from the balancing effect of non-professional viewpoints in discussions, but also there is a decided improvement in public relations and support for innovations.<sup>15</sup> Portland, Oregon; Modesto, California; and San Diego, California, all include citizens on policy making committees and in evaluation studies.

Another facet of school-community resources for the gifted is that of using the community as a laboratory for learning experiences. Field trips have become an accepted part of the American school scene, and teachers of the gifted find that these pupils benefit immeasurably from excursions into the community, especially if they are motivated to regard the visits as research projects.

Studies of city government give student leaders an opportunity to become acquainted with the machinery of practical political activities. Seventh-grade pupils at Gaskill Junior High School in Niagara Falls, New York, interviewed city officials and reported back to their classmates. At the Central School in Glencoe, Illinois, pupils from the sixth, seventh, and eighth grades make an annual study of their village government and then give the student body and a local service club their observations and criticisms.

Talented youth can often find opportunities to participate in programs outside the schools. The Phoenix Symphony Youth Orchestra at Phoenix, Arizona, accepts capable young musicians of junior high-school age. Junior high-school pupils in Pittsburgh, Pennsylvania, work with their drama teachers in a summer workshop program at the University of Pittsburgh. The program is sponsored by the Speech Department of the University and the local Children's Civic Theater Society. In many communities, museums and libraries sponsor activities for youth interested in science, art, and reading.

Interest in gifted students is growing rapidly in American education. The literature of our profession is containing more and more articles and books on the subject. While it would be foolish for any school to slavishly copy the provisions made by another school, there is much help to be derived from knowing what has been successful elsewhere. Probably one of the most helpful things school administrators could do for their faculties would be to assemble for their use a comprehensive collection of materials on the education of the gifted.

<sup>15</sup>Sumption, Marie R., "Let the Community Plan the Program for Educating Gifted Children," *Exceptional Children*, XX, 26-27. (October 1953)

ally, were responsible for their social unpopularity. Several of the students were in a state of revolt—ready to make any sacrifice to achieve social acceptance at once. Some were bitterly unhappy, but resolved to pay the personal price they felt was compulsory to maintain the scholastic standards from which they could and would not deviate; still others were satisfied with their state of loneliness because their interests absorbed all their time and effort.

Since one of their primary objectives, however, was the achievement of a well-balanced personality in all its aspects, they determined on a program of reasonable participation in school activities, clubs, and sports, so that they might project themselves into the total group life of their fellow-students.

One junior girl who at the outset was too reticent to attend a meeting of the honor society, by the end of the year was winning debates, participating in speech contests, and working on make-up and costume crews. A senior, a creative writer of ability, gradually overcame a marked degree of belligerence, resolved to be patient and stop trying to force her way into groups with a more or less exclusive social emphasis, and turned her attention to exercise of the talents which she had been neglecting. After a while she found contentment in association with the seminar group, and eventually discovered that she needed to change her own attitude in order to find a wider social acceptance. A senior boy finally came to the realization that social adjustment was imperative for a future physician; and at the expense of almost painful discomfort participated in a program of dances, concerts, and other social activities, which included his escorting girls. Offices, coveted positions on yearbook and newspaper staffs, and a wide variety of other honors came to the seminar students through their own efforts.

One junior, on the football team, was almost a casualty. He left the class, fearing that he might be thought of by his teammates as an "odd ball." Two weeks later he asked to be reinstated, remarking, "I think I'm man enough to take it now."

These young people derived courage from one another and strength from the understanding and encouragement the teacher tried to give them in group and individual counseling. However, at no time was the proper balance between academic and social achievement lost sight of. The consequences of imbalance in any direction were kept before them.

The analysis of the meaning and significance of the well-integrated personality, and the means of attaining the ideal, constituted the unifying element in the course. The group began with the study of literary and historical personages in whose lives were exemplified well-rounded development or the reverse. Such characters as Dr. Stockmann and his brother in Ibsen's *Enemy of the People*; Babbitt, in Lewis's book of that name, and Tolstoy *Anna Karenina* were analyzed; and historical personages as radically different as Leonardo da Vinci and Mustapha Kemal were selected for study.

The psychological basis for the various types of behavior, and the reasons for individual differences were the next objectives. The class progressed from the very simple approach in Boring's *Introduction to Psychology* and Sorenson's *Psychology for Daily Living* to the more scientific treatment in Richmond's *Personality: Its Development and Hygiene* and Murchison's *Handbook of Social Psychology*. The study of principles and methods of learning and of conditioning provided an opportunity for the students to analyze and improve their study habits.

Training in methods of research, note taking, and keeping of bibliographical references followed in natural sequence. Skills in writing and group discussion were also stressed, the class using McCrimmon's *Writing with a Purpose* and Wagner and Arnold's *Handbook of Group Discussion* as texts. The development of an individual style, with mechanical excellence, was striven for. A daily exercise in writing made for progressive improvement. For one week the requirement might be a compound-complex sentence each day. Another week the sentence would feature figures of speech; still another, parallel expression; another, paraphrasing, always with emphasis upon the expression of abstract ideas.

Essays, short stories, novels, plays, and poetry were read for their style and scanned by the individuals for examples of effective and artistic expression. Vocabulary building was stressed throughout the year, with a variety of techniques to stimulate interest and help in learning. Creative thinking and expression were striven for above everything else. Some of the students' writing was accepted for publication.

The fourth phase involved the identification of outstanding personalities with their time in world history. The student selected an individual and undertook independent research in preparation for written and oral reports and group discussion, the report to draw a picture of a great personality and of the period in which he lived: its economic and political theories, its philosophy, its literature, its art, its science, its ethics, its religion; to show his contribution to his society and to ours. The immediate objective was to enable the student to see these personalities as individuals in their proper perspective, and to gain from them an understanding of the development of the ideas that have directed the activity of men and of nations through the centuries. Among the personalities were Socrates, St. Augustine, Martin Luther, Descartes, Locke, Voltaire, Rousseau, and Nietzsche.

The final project was an adventure into the area of the student's major interest. With the collaboration of the director of humanities in a state university, a trip was planned to that institution. The students were scheduled into classes in English, science, art, history, and the like, depending on their interests. They took notes on the lectures in order to be prepared to report on them in their regular classes in these subjects on the following day. At luncheon the students were introduced to the university's department chairmen of these different divisions, who talked with them about their future plans.

the Golden Rule. Through the years of its history, much of the planning has been by gifted pupils.

Pupils in a science class at Walnut Hills High School in Cincinnati, Ohio, decided that some of the special reports given in their class would be interesting to other pupils in the school. They drew up a list of these reports and offered to present them as part of the home-room programs for any group interested. The idea caught on, and the original plan has been expanded into a speakers bureau called "Programs, Incorporated", which offers talks and demonstrations on a wide array of subjects.

#### THE FUNCTION OF THE LIBRARY

The school librarian can be one of the most influential teachers of the gifted. Within the library is the collected wisdom and inspiration of our civilization, and to help a pupil explore this storehouse is a privilege rich with exciting possibilities. The librarians of the Newark Public Schools, conscious of their obligations to the gifted, have made a study of how to serve them best.<sup>13</sup>

At the University School in Columbus, Ohio, the library does outstanding work in serving the pupils in this core-type program. The library is a resource center open to individuals and groups all through the school day. Records are kept of the free reading of pupils, and the librarian has frequent conferences with individuals about their reading program. This type of assistance assures that they will have encouragement and guidance in achieving both breadth and depth in their reading.

A definite attempt to encourage gifted pupils to read on an adult level was successful at the Harman Junior High School in Hazleton, Pennsylvania.<sup>14</sup> School librarians everywhere report that they are constantly alert to discover books and periodicals that meet the demands of pupils with advanced reading ability. As a supplementary source of books, some schools organize local chapters of the *Teen Age Book Club*, sponsored by Scholastic Magazine, which offers paper-bound books of high quality to its members.

At the Boise School in Portland, Oregon, a survey of independent reading at home was made among the pupils. Field trips to the nearest city library were then arranged for pupils with above average reading ability who did not have reading opportunities at home.

The Cincinnati schools have circulating collections of books which are being considered for purchase as auxiliary reading material. Gifted pupils in the various schools are asked to read these books and evaluate them. This gives them an opportunity to render service and, at the same time, to widen their reading horizon.

<sup>13</sup>Newark School Librarians Association, *The Librarian and the Gifted Child*. Newark, New Jersey: Public Schools, 1953.

<sup>14</sup>Gregory, Margaret, and McLaughlin, William J., "Advanced Reading for the Bright Child," *The Clearing House*, XXVI, 205-206. (December 1961)

## USE OF COMMUNITY RESOURCES

Junior high schools in many places have lay representation on committees that plan and evaluate programs for gifted pupils. These schools have found that not only do they benefit from the balancing effect of non-professional viewpoints in discussions, but also there is a decided improvement in public relations and support for innovations.<sup>15</sup> Portland, Oregon; Modesto, California; and San Diego, California, all include citizens on policy making committees and in evaluation studies.

Another facet of school-community resources for the gifted is that of using the community as a laboratory for learning experiences. Field trips have become an accepted part of the American school scene, and teachers of the gifted find that these pupils benefit immeasurably from excursions into the community, especially if they are motivated to regard the visits as research projects.

Studies of city government give student leaders an opportunity to become acquainted with the machinery of practical political activities. Seventh-grade pupils at Gaskill Junior High School in Niagara Falls, New York, interviewed city officials and reported back to their classmates. At the Central School in Glencoe, Illinois, pupils from the sixth, seventh, and eighth grades make an annual study of their village government and then give the student body and a local service club their observations and criticisms.

Talented youth can often find opportunities to participate in programs outside the schools. The Phoenix Symphony Youth Orchestra at Phoenix, Arizona, accepts capable young musicians of junior high-school age. Junior high-school pupils in Pittsburgh, Pennsylvania, work with their drama teachers in a summer workshop program at the University of Pittsburgh. The program is sponsored by the Speech Department of the University and the local Children's Civic Theater Society. In many communities, museums and libraries sponsor activities for youth interested in science, art, and reading.

Interest in gifted students is growing rapidly in American education. The literature of our profession is containing more and more articles and books on the subject. While it would be foolish for any school to slavishly copy the provisions made by another school, there is much help to be derived from knowing what has been successful elsewhere. Probably one of the most helpful things school administrators could do for their faculties would be to assemble for their use a comprehensive collection of materials on the education of the gifted.

<sup>15</sup>Sumption, Marie R., "Let the Community Plan the Program for Educating Gifted Children," *Exceptional Children*, XX, 26-27. (October 1953)

## A Working Program for the Gifted

VERA FLORY

**I**N RESPONSE to a long-felt need, Chaffey High School in Ontario, California, last year instituted a special course for gifted students. For a number of years, exceptional children in certain other categories had been given special attention in very small classes or by individual tutoring; the gifted had never been identified as such for the purpose of making any specialized provision for them as a group. Homogeneous grouping in English classes and advanced classes in science and mathematics gave capable students in general opportunity for accelerated and extended learning in these particular areas. Also, certain individual teachers, on the alert for students of unusual capacity, have always done everything possible to challenge them; but these measures were considered to be insufficient to meet the needs of this very important, though small, segment of the school population. A special committee was, therefore, established to consider the problem. After a year's careful study and deliberation, it was decided that special attention to students of exceptional ability, beyond that afforded within the classroom by individual teachers, was mandatory if these students were to make optimal use of their intellectual superiority and their unusual talents.

It was generally conceded that the special needs of Chaffey's gifted students could not be met in heterogeneous classes, combined with homogeneous classes in certain class subjects; that what they needed was an opportunity for association and exchange of ideas with one another; that is, with students of like capacity. A special class was, consequently, determined upon and a teacher selected to plan and direct the program. The qualifications set down for admission to the class were that the student should:

1. Be college preparatory
2. Have a high average in achievement in academic courses
3. Rank in the ninetieth percentile in the Iowa tests of academic achievement
4. Have achieved a score of at least 125 in the mental maturity test (group administered)
5. Have reasonable emotional stability
6. Give an indication of normal social consciousness
7. Be interested in the objectives of the program

Juniors and seniors were included in the first experimental group. When the list of students was complete, they and their parents were

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Vera Flory is a Teacher in the Chaffey High School in Ontario, California.

interviewed by the counselors, who explained the nature of the course and the responsibilities and opportunities involved. Both parents and students were enthusiastic.

It was decided to call the course a seminar in the humanities, since it was determined that its purposes could best be fulfilled through a study of culture. The methods to be used were to include lectures, independent research, individual performance in the class, the school, and the community; group discussion; individual counseling; and sharing in all planning.

The broad scope of the program was to provide the gifted student with the opportunity to develop to the fullest extent all aspects of the personality: thinking, particularly abstract and original; expression, oral and written; moral behavior, being aware of basic ethical concepts and their significance; religious insight, increasing the awareness of the importance of the spiritual values; appreciation, sensing beauty wherever it exists; and social competence. The program was to give him an insight into the nature of creative effort, some familiarity with the outstanding contributions made in the different fields of knowledge—in world literature, in plastic arts and music, in philosophy and psychology, in the social sciences, and in science and mathematics; to introduce him to college methods and techniques for the purpose of assisting him in making the adjustment from high school to college speedily and with a minimum of emotional disturbance; to help him produce to the utmost of his capacity in his other classes, and to make distinctive contributions particularly in the area of his special interest.

Obviously, to achieve these objectives, the teacher had to make a very careful study of each of her students. She assembled all the data available from the school files and interviewed the students individually during the laboratory period set aside for the purpose, and also after school. She tried to determine their special strengths and their weaknesses and to discover any problems that might prevent their most satisfactory development.

In this latter respect some surprising things came to light. Well-poised, adjusted, and self-reliant as these young people seemed to be, each of them was struggling with disturbances of a serious nature—all different, but all born of the same parent—the very giftedness that brought them together in this class. Gradually they were led to share their problems with those who could help.

It was interesting to observe the degree of confidence which came from their association with one another, from the discovery of the mutuality of their problems, and the discussion of their causes and methods of cure.

They gradually came to recognize through their own analysis, independently and in the group, that their preoccupation with and superiority in scholastic achievement, their impatience with those who couldn't and wouldn't learn, their refusal to conform to mass standards of behavior, and their greater degree of maturity, intellectually and emotion-

ally, were responsible for their social unpopularity. Several of the students were in a state of revolt—ready to make any sacrifice to achieve social acceptance at once. Some were bitterly unhappy, but resolved to pay the personal price they felt was compulsory to maintain the scholastic standards from which they could and would not deviate; still others were satisfied with their state of loneliness because their interests absorbed all their time and effort.

Since one of their primary objectives, however, was the achievement of a well-balanced personality in all its aspects, they determined on a program of reasonable participation in school activities, clubs, and sports, so that they might project themselves into the total group life of their fellow-students.

One junior girl who at the outset was too reticent to attend a meeting of the honor society, by the end of the year was winning debates, participating in speech contests, and working on make-up and costume crews. A senior, a creative writer of ability, gradually overcame a marked degree of belligerence, resolved to be patient and stop trying to force her way into groups with a more or less exclusive social emphasis, and turned her attention to exercise of the talents which she had been neglecting. After a while she found contentment in association with the seminar group, and eventually discovered that she needed to change her own attitude in order to find a wider social acceptance. A senior boy finally came to the realization that social adjustment was imperative for a future physician; and at the expense of almost painful discomfort participated in a program of dances, concerts, and other social activities, which included his escorting girls. Offices, coveted positions on yearbook and newspaper staffs, and a wide variety of other honors came to the seminar students through their own efforts.

One junior, on the football team, was almost a casualty. He left the class, fearing that he might be thought of by his teammates as an "odd ball." Two weeks later he asked to be reinstated, remarking, "I think I'm man enough to take it now."

These young people derived courage from one another and strength from the understanding and encouragement the teacher tried to give them in group and individual counseling. However, at no time was the proper balance between academic and social achievement lost sight of. The consequences of imbalance in any direction were kept before them.

The analysis of the meaning and significance of the well-integrated personality, and the means of attaining the ideal, constituted the unifying element in the course. The group began with the study of literary and historical personages in whose lives were exemplified well-rounded development or the reverse. Such characters as Dr. Stockmann and his brother in Ibsen's *Enemy of the People*; Babbitt, in Lewis's book of that name, and Tolstoy *Anna Karenina* were analyzed; and historical personages as radically different as Leonardo da Vinci and Mustapha Kemal were selected for study.

The psychological basis for the various types of behavior, and the reasons for individual differences were the next objectives. The class progressed from the very simple approach in Boring's *Introduction to Psychology* and Sorenson's *Psychology for Daily Living* to the more scientific treatment in Richmond's *Personality: Its Development and Hygiene* and Murchison's *Handbook of Social Psychology*. The study of principles and methods of learning and of conditioning provided an opportunity for the students to analyze and improve their study habits.

Training in methods of research, note taking, and keeping of bibliographical references followed in natural sequence. Skills in writing and group discussion were also stressed, the class using McCrimmon's *Writing with a Purpose* and Wagner and Arnold's *Handbook of Group Discussion* as texts. The development of an individual style, with mechanical excellence, was striven for. A daily exercise in writing made for progressive improvement. For one week the requirement might be a compound-complex sentence each day. Another week the sentence would feature figures of speech; still another, parallel expression; another, paraphrasing, always with emphasis upon the expression of abstract ideas.

Essays, short stories, novels, plays, and poetry were read for their style and scanned by the individuals for examples of effective and artistic expression. Vocabulary building was stressed throughout the year, with a variety of techniques to stimulate interest and help in learning. Creative thinking and expression were striven for above everything else. Some of the students' writing was accepted for publication.

The fourth phase involved the identification of outstanding personalities with their time in world history. The student selected an individual and undertook independent research in preparation for written and oral reports and group discussion, the report to draw a picture of a great personality and of the period in which he lived: its economic and political theories, its philosophy, its literature, its art, its science, its ethics, its religion; to show his contribution to his society and to ours. The immediate objective was to enable the student to see these personalities as individuals in their proper perspective, and to gain from them an understanding of the development of the ideas that have directed the activity of men and of nations through the centuries. Among the personalities were Socrates, St. Augustine, Martin Luther, Descartes, Locke, Voltaire, Rousseau, and Nietzsche.

The final project was an adventure into the area of the student's major interest. With the collaboration of the director of humanities in a state university, a trip was planned to that institution. The students were scheduled into classes in English, science, art, history, and the like, depending on their interests. They took notes on the lectures in order to be prepared to report on them in their regular classes in these subjects on the following day. At luncheon the students were introduced to the university's department chairmen of these different divisions, who talked with them about their future plans.

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The students attended lectures in other institutions as well, and the teacher in charge, together with specialists invited to the school, lectured on art, philosophy, ethics, science, mathematics, and current national and international affairs.

At the same time the students were reading and writing in their major field of interest. Their topics covered a wide range: "The Compulsion toward Mediocrity," "Recent Advances in the Diagnosis and Treatment of Cancer," "Race," "A Study of Chinese Philosophy and Motivation in the T'ang Dynasty," "Le Dieu de la Danse (Nijinsky)," "The History and Development of Jazz," "The Evidence for Sentient Life on Other Planets," "Jane Eyre—an Autobiography," "Trends in Modern Poetry," and other topics as diverse as these.

College and university libraries and art galleries were visited, and attendance upon an opera, stage, ballet, and symphony orchestra performance were included to stimulate the student's cultural interests and to foster aesthetic appreciation both for the present and the future.

Inherent in this program and in the teacher's planning, as previously stated, was another purpose: to make this course bridge the gap between high school and college academically, emotionally, and practically, so that many of the disturbances created by the new environment might be alleviated if not prevented altogether by the quality and the variety of experiences provided in this class, and by the use of college methods and techniques insofar as the students were able and mature enough to profit by them. The juniors in the group, it is to be expected, will provide a better standard of measurement of the extent to which this purpose was achieved, as a result of their two-years' experience in the class, for the program is being continued, with separate classes for juniors and seniors.

Several convictions have grown out of this experiment so far as the teacher is concerned. Such a class is not undemocratic. It encourages and facilitates self-mastery for the purpose of serving and co-operating with the heterogeneous group. Besides, it is surely the purpose of democracy to nurture the superior intellect, not to frustrate it; and frustrated it is, if it is without adequate opportunity and challenge.

Not the slightest fear need be entertained that the superior student, when given this type of recognition, will become an intellectual snob. He is modest and more likely to depreciate than extol his abilities, for he constantly measures his performance against his ideals. Should any objectionable characteristics develop, his intelligence makes it easy to help him eliminate them. They are not likely to develop, however, for he is continually confronted with tasks which are difficult for him. He is under challenge to perform and not to introspect egotistically.

A class of this type is needed to supplement regular classes even if acceleration or enrichment is provided in them. There is almost no limit to the quantity or quality of material these students are able to study and assimilate. They need the stimulation of like minds, however, in weigh-

ing it, in interpreting it, and in exploring their own creative capacity in using it.

A class like this serves as an emotional clearing house. It provides a sense of stability and security. It furnishes an opportunity for student friends to share with one another the problems they have heretofore been struggling with alone, an adviser (in addition to the regular class advisers) who knows him so well he can help him in shaping his college program and in planning his career.

Such a class, with the highest standards of achievement, spurs him, in friendly and wholesome competition, to the greatest exertion of which he is capable, academically and creatively. It acquaints him with college materials, methods, and techniques, and, consequently, provides him with experiences which involve the more abstract and difficult mental processes. He becomes a mature, industrious, and efficient worker. The seminar method helps him identify and eliminate weaknesses in skills and attitudes, and gives him more of the teacher's individual attention than he could get in larger and differently organized classes.

The class permits him to grow as rapidly as he can and will, since independent research and individual instruction allow him to utilize in any field his keen intelligence, his superiority in verbal comprehension, and his ability to assimilate and generalize. He is limited only by his own degree of alertness, responsiveness, and persistency.

Finally, such a class can acquaint him with areas of knowledge which he may study exhaustively in college and in later life, areas which challenge him imaginatively and creatively and encourage breadth of learning to parallel specialized learning, establishing a pattern for his continued development.

Some special recommendations which seem to be indicated by the year-and-a-half experiment are:

That the gifted student should be identified as early as possible and be provided with enriched programs in the elementary schools. If this is done, tragic loss through lack of interest, development of unsatisfactory study habits, and general anti-social tendencies may be prevented.

That the secondary-school program for the gifted student should include at least one foreign language, pursued until mastery is achieved; as much history as the school provides and the student's program permits; and advanced mathematics, at least for all those who are not especially gifted in and planning to specialize in music and the arts.

That the gifted students should be in a special class in English in the ninth and tenth grades, where they will work intensively in essentials of composition, literary interpretation and appreciation, and creative expression.

That they should be in a class such as the one described in this article in the eleventh and twelfth grades. In the eleventh grade it can take the place of the regular English class if special training in English has been given the gifted students on the ninth- and tenth-grade levels.

That the senior seminar be assigned either English or social science credit, depending upon the student's college-entrance-requirement needs; or preferably,

that it count as a college credit as an introduction to the humanities or as an orientation course.

The results achieved in the seminar for gifted students at Chaffey are extremely gratifying to the teacher in charge of the class, to the committee which set it up, and to the parents affected, for the students who have participated and are now participating in the program have, in most cases, made phenomenal progress and, for the most part, are aware of the contribution it has made to their present and future usefulness, happiness, and success.

While the foregoing may give the impression that this program serves exclusively the selfish interests of the gifted group, this is not the case. It tends to have an influence beyond this particular group in emphasizing in a formal way the importance of the scholastic program, and, in relation to student activities in general, it should have the tendency to bring highly motivated student personalities into the activity, as well as the sports program, with good results to the entire student body.

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**WATCH FOR FURTHER ANNOUNCEMENTS**

## The Scholarship Program in Clarkstown

RICHARD DE FOREST

"CAN I get a scholarship for college?" asked the intellectually competent, but worried high-school senior across the desk from me. "If I can't, I'm sunk."

Can he get one?

Last Friday, a gifted pupil in our school came to my office with her parents. This pupil, whom we shall call Beverly, has a sister who is going to a ranking woman's college and a brother who is in law school.

"Look," said her father coming directly to the point, "When I sent John to college, I could afford it. When Sally went, we put a mortgage on our house. College costs are sky-high. I can't finance another child in college. Is there an answer?"

"There may be," I replied. Each year at Clarkstown during the month of October, we bring in for an evening program a member of a prominent college scholarship committee or a member of the college student-aid committee to discuss and explain scholarship opportunities with pupils and their parents. This year we had Samuel Howell, Assistant Director of Admissions at Princeton University."

"But," interposed the father, "suppose Beverly doesn't want to go to this college?"

I then pointed out to the father that most colleges have similar scholarship requirements, so that the students are not limited to the college of our chosen representative. We have found this system quite effective over the years.

"Are there any local scholarships? I believe I have heard about a PTA and a Faculty scholarship," queried the father.

"There are those and other," I replied. "May I urge that you attend our scholarship night program this year. I am confident it will be valuable for you. Here's what happens. I take about twenty minutes to outline our local guidance procedures. This includes pamphlet materials on the availability of local and national scholarships, pamphlets on study techniques prepared by the local staff, and mimeographed materials on planning for college. The last material is given out early in the high-school program so that each senior has received preparation for his selection of a school."

Beverly's father asked her, "Do you have these?"

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Richard De Forest is Co-ordinator of Pupil Personnel Services in the Clarkstown Jr.-Sr. High School, New City, New York.

She indicated that she did. I continued, "That's why we always have a supply on hand for scholarship night. Some students do mislay or forget to bring them home. On college night we are able to sharpen our communication with the parents and pupils."

My colleague in the guidance department explains in some detail the New York State Regents Scholarship Program, as well as National Scholarship programs such as General Motors, National Honor Society, National Merit, Elks, Knights of Columbus, *etc.* Then we turn the rest of the meeting over to our college representative. He usually speaks for approximately twenty minutes and then throws the meeting open to specific questions on the scholarship availability and other related problems. This part of the program can be most effective if the parents and pupils have thoroughly discussed, prior to this meeting, the college plans and aspirations of the pupil. Then specific questions can be posed for the college specialist to answer.

"We hold our scholarship program early in the year, for the simple reason that there are several parents who are facing exactly the same problem that you are facing. This enables our pupils to get a running start on the scholarship programs. Later in the year we will bring in individual college representatives. Our preliminary program helps in focusing on the real problems facing the parents. When the larger group of college representatives are present, both parents and pupils know exactly what they want to find out."

Each year our board of education finances a college visitation trip. These on-the-spot visits with deans and admissions officers enable us to gain a pretty good idea of what individual colleges are looking for in terms of scholarship candidates. It also helps materially in placing pupils in the college of their choice.

One bit of final advice: We are all aware that only a small percentage of each senior class obtains scholarships, but many colleges provide loan funds, and local civic groups and industries provide college loans at low interest rates. Some colleges have co-operative, alternating work-and-study programs.

Investigate every possibility; there is generally a way if you really want to go to college.

## Student Council—How It Serves You

O. C. WEST

**Y**OUR National Association of Student Councils is interested in every local and state organization which has as its goal the provision of opportunities for high-school students to *live* democracy. Today, more than eighty per cent of American high schools have some form of organized student participation in administration and control, ranging from such activities as providing corridor monitors and supervising the orientation of freshmen to conducting elections and social functions (organizational activities), the publication of a handbook, or assisting with charity drives for local community organizations (service activities). Student participation in government helps keep the everyday school life with its many student activities running smoothly since it provides opportunities for the student body, both as a whole and as individuals, to apply democratic principles in self-directed experience.

With the growth of American high schools, it has been most encouraging that citizenship training has been increasingly accepted as a major purpose in planning for secondary education. Educators who keep this purpose in mind are helping to develop competent adult citizens by enriching the learning environment through aiding youth to become competent in solving their own problems and in developing their interests toward improving school morale and citizenship.

Your student council is the organization in which every student has the opportunity to become competent *now*, not after he has taken his place in society, as a breadwinner and a member of a larger community, which promises to be a highly competitive society. Civic competence can develop in an environment of freedom for each and all. In providing this opportunity, school moves away from the punishment aspects of discipline into a laboratory where inactive talent in the student body has an opportunity to grow.

Democratic society needs co-operation, good attitudes, and action. Youth stands eager and willing to serve. Youth can earn a part in democratic living. Your NASC has faith in the ability of young people to provide the leadership in extending participation in their school and community. NASC challenges you to invest your enthusiasm, idealism, and energy in doing the things that need to be done, to avail yourselves of neglected opportunities, to learn to live co-operatively.

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O. C. West is Principal of the Hinsdale Township High School, Hinsdale, Illinois, and is a Member of the National Student Council Advisory Committee.

NASC stands willing and able to help local and state organizations to realize their goal through publications, personal assistance, guidance, and leadership in helping groups to organize or to grow effectively. Gerald M. Van Pool, the National Director of Student Activities, is available to give advice and leadership to all groups or individuals who have administrative, organizational, or leadership training problems. A revised national handbook, representing the combined opinions and suggestions of over a dozen national authorities in the student council field, is an ideal guide for any growing local student council organization. Each year a comprehensive yearbook recounts and summarizes the highlights and major contributions made at the annual National Conferences. *STUDENT LIFE*, a monthly national publication, is designed to recognize and encourage the best student practices in the nation. Detailed information concerning any or all of the above services or materials may best be secured through Mr. Van Pool at 1201 Sixteenth Street, N. W., Washington 6, D. C. Administrators and sponsors are urged to avail themselves of any or all of the benefits so easily obtained, and actively to support and engage in all local, state, and national student council activities.

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# A Program To Decrease the Number of Early School Leavers

CLAUDE C. WILLS, JR

**S**TUDENTS give many and varied reasons for quitting school at the time they drop out. Often the reasons given are not the true reasons. Very often the true reasons go back to the early school life or home conditions of the student. If it were possible to identify the potential early school leaver soon enough in the pupil's school career and determine the true reason why he would leave, something might be done that would keep him in school. When the pupil comes into the school office, places his books on the principal's desk, and says he is withdrawing, it is usually too late for any effort to be successful in keeping him in school. At least, if all the factors could be considered earlier, it might be determined whether it would be to the student's advantage to remain in high school or go to work.

## WHY STUDENTS LEAVE SCHOOL

Over the last two years, 52 boys and 31 girls have withdrawn from Southwest High School. The reasons given by them at the time of withdrawal are given in the following table:

	1951-52			1952-53		
	Boys	Girls	% Age <sup>1</sup>	Boys	Girls	% Age <sup>1</sup>
Moving . . . . .	19	19	5.4	33	22	6.7
Going To Work . . . . .	12	3	2.1	11	1	1.4
Poor Attendance . . . . .	4	0	0.6	4	4	1.0
Disinterested . . . . .	10	2	1.7	0	0	0
Married . . . . .	1	5	0.8	1	7	1.0
Illness . . . . .	1	2	0.5	1	1	0.2
Discipline . . . . .	1	0	0.1	1	1	0.2
Poor Work . . . . .				1	4	0.6
Out of Territory . . . . .				5	1	0.5
Total . . . . .	48	31	11.2	54	39	11.2
Enrollment . . . . .	367	340		418	406	

<sup>1</sup>Percentage is based on total enrollment

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The students who left because of moving are presumed to have entered the school of their new residence, and those who were required to withdraw because they were out of their required school district are presumed to have entered their required school. When these are subtracted, this leaves a total of 41 students in 1951-52 and 36 in 1952-53, who stopped their final education for various reasons before graduation from high school. The reasons given in the table are not greatly different from those given by Snepp<sup>2</sup> in his study of the Evansville Public Schools or by Layton<sup>3</sup> in his article on the schools of Detroit. At least, some of these students might have been kept in school if they could have been identified early enough to bring a remedial program into play.

The true reasons for most students leaving school could probably be listed under one of the following five reasons:

1. Inability to do work of a satisfactory nature
2. Poor health of the student or members of the family
3. Disinterest in or dislike of school
4. Lack of money
5. Marriage

Not all, but probably many, early school leavers could be located a year or more prior to their withdrawal date if all the facilities in a school system were utilized.

#### HOW TO IDENTIFY THE POTENTIAL EARLY SCHOOL LEAVER

The Atlanta School System is so organized that the student of lower than normal ability is located very early in his school career. The high schools are notified each spring of the retarded and low-ability students they will receive the next fall from the elementary schools. Also, the high schools must report on the schedules of the retarded students within the school.

The pupil of poor health can be located by having the school nurse or counselor study the health records of the student. Also, the teachers in the upper grades of the feeding elementary schools could notify the high school of any student whose health, or that of a member of his family, could become a factor.

To locate the pupils that will leave early for the other three reasons will be more difficult. Many students who leave for these three reasons are reacting to unpleasant home conditions—children from broken homes, from homes of marginal economic conditions, from overly indulgent homes, from overly strict homes, from homes containing conflicting personalities. The elementary school can help by advising the high school of those students whose home conditions are not normal. When the attendance record of a student becomes irregular, it usually is an indication that the student is developing a dislike for school—this can be

<sup>2</sup>Daniel W. Snepp, *Why They Drop Out*, THE BULLETIN of the NASSP, October 1951, Vol. 35, No. 189.

<sup>3</sup>Warren K. Layton, *Special Services for the Drop and Potential Drop Out*, THE BULLETIN of NASSP, March 1953, Vol. 37, No. 193.

noted by the person in charge of attendance, although it is often too late to do anything about it then. Students who become discipline cases are somewhat the same—potential early school leavers that may have been identified too late to help.

Students may have financial difficulties, either real or imagined. Although the public high schools of America are spoken of as free, students need a certain amount of money—car fare, lunch money, admission to athletic and other events, price of the yearbook, date money, and others. Some students become resentful if they cannot dress as well as their peers. How to locate these before they reach a point where it becomes impossible for a remedial program to prevent their leaving school is very difficult. Adolescent youth use many subterfuges to cover their lack of funds; some even steal. Home-room teachers, subject teachers, and especially counselors working together may be able to do the job—the counselors are the most logical people to act as the center of the effort.

The total school personnel may be able to locate the boy or girl who will get married early—whether it will be too late to slow the process or not is doubtful. If both the boy and girl are students at the school, they often begin corridor courtships or begin "going steady." If one goes to a different school, the teacher or counselor who is a good friend of the pupil may learn of his or her intentions. Sometimes these students, especially the girls, give evidence of emotional instability or intense dislike of one or both parents. As soon as such is noticed, the counselors should be notified.

The form, printed below, filled out at the elementary school and sent to the high school with the student's elementary record, would be one of the most powerful instruments in helping to locate the potential early school leaver.

---

### COUNSELING INFORMATION

Student's Name .....  
 Address ..... School .....  
 Lives with .....  
 Name and Relationship

#### *Economic Conditions*

Are economic conditions in this family above average, average, or poor?.....  
 Is the student over-indulged financially?.....  
 Is the family so poor the student lacks money?.....

#### *Health and Mental Equipment*

Is the student's health good or poor?.....  
 Is the health of any other member of the family very poor?.....  
 If either of the above are poor, please explain.....  
 What is the student's I.Q.....If unavailable, what is your opinion of his mental ability? .....  
 In your opinion, does the student need an easier schedule because of health or mental ability? .....

*Social and Emotional Conditions*

- Is the home a broken home?.....
- Does he live with both natural parents?.....
- Does he like his mother?.....His father?.....
- Does his mother work outside the home?.....
- Does he have a personality conflict with anyone at home?.....
- Have his older brothers and sisters finished high school?.....
- Has the student older brothers or sisters that married early?.....
- Does he get along well with other students?.....
- Does he get along well with his teachers?.....

*Attendance and School Record*

- Has the attendance of the student been regular or irregular?.....
- If irregular, please explain.....
- Has the student ever had any serious discipline trouble?.....
- Is the school work of the student average, above average, or below average?....
- Is the school work of the student satisfactory in terms of his ability?.....
- Does his achievement satisfy the student?.....
- Does his achievement satisfy his parents?.....
- Does the student seem to have normal interest outside the classroom?.....
- If answer is no, please comment.....

*Space Below for Use of High-School Counselor*

- Potential school leaver.....Get cafeteria job.....
- Needs special schedule.....Part-time job.....
- Special counseling attention.....Special activities program.....
- Conference with parents.....Conference with teachers.....
- PTA help with school expense.....Other .....

**THE REMEDIAL PROGRAM**

The student of limited mental ability should be given work within his capacity. At Southwest High School, we give these students remedial reading and remedial arithmetic in special classes. They are also placed in homemaking or industrial arts, physical education, music, or art with regular students. The special students take only as much of the program as it is felt they can assimilate with profit. If we can keep them in high school two or three years, we then try to steer them to the Smith-Hughes Vocational School to take vocational work. A student of poor health can be given a less taxing program also suited to his mental ability.

The potential school leaver who seems to be developing a dislike for school should be aided in several ways. The counselors or home-room teachers should aid him in selecting work in which he is interested. They should also see that he is in the classes of some of the more sympathetic teachers of the school. A conference of his teachers should be held with the idea of finding some method of helping the boy or girl attain a feeling of success which may cause a change of attitude. In general, if some method can be found in either the academic or activity program of the school for the pupil to get the attention they usually crave, his attitude probably will change. Sometimes this pupil lacks the sense of security

that the normal student has; he feels that no one is interested in him. A show of interest on the part of teachers and school people may help compensate for what he is missing at home. Conferences held with the parents may help to determine the cause and what can be done.

The potential leaver who has financial difficulties can be aided directly by the school. He can be given opportunity to earn his lunches by working in the lunch room. The PTA or other civic group can be induced to help him with essential school expenses if he is in real need. The student needing outside work can be aided by the counselors to find a part-time job in the community.

Just as the students who may leave because of early marriage are hardest to identify, they are also hardest to help. By far, more girls than boys leave early to get married; therefore, we work with the homemaking teachers in the eighth and ninth grades to see that these girls understand the reasons for waiting until some maturity is reached before marriage. The counselors make a serious effort to see that the students who lean toward marriage as a solution of their problems consider other solutions and the advantages of these solutions in comparison with early marriage. Some effort is made in the early social studies classes to gather statistics on the lack of success of many early marriages.

The techniques being tried at Southwest High School are not expected to identify all the early school leavers, but the great majority of them can be located. The group identified as potential school leavers will also include a number who would ordinarily be graduated; the latter, however, will also benefit from the remedial program. The remedial program will not keep all potential school leavers in school either, but they should have a better school life while they do stay in high school.

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**WATCH FOR FURTHER ANNOUNCEMENTS**

# Historical Development from a Selective to a Comprehensive High School—Guidance

WALTER G. PATTERSON

## THE GUIDANCE PROGRAM AS RELATED TO HOLDING POWER

**G**UIDANCE has played an important role in Drury High School. In 1917, Dr. Gadsby first writes about guidance in his annual report, as follows:

First and foremost, we aim to cultivate good citizenship in all our pupils. This we shall strive to secure by careful guidance, by precept and example, rather than by repression. An ounce of expression (of the right sort, by the pupil) is, in our opinion, worth a pound of repression (on the part of the teacher). Then, inasmuch as boys and girls differ enormously in their aptitudes, their aspirations, and their mental qualities, it is our plain duty to study each individual, so that we may become safe guides in the important decision which each must make as to future life plans."<sup>1</sup>

In 1919, vocational guidance and the introduction of a life career class were recommended for the upper grades and high school.<sup>2</sup> Dr. Gadsby recommended: "That some systematic study of vocations be introduced into the High School curriculum, in such year or years of the course as shall be most advantageous."<sup>3</sup>

The student advisory system in Drury High School has been functioning for over fifty years. Dr. Gadsby discusses vocational instruction and guidance in this quotation:

The importance of guidance and advice by teachers as to vocations either chosen by pupils or deemed suited to their individual gifts has been recognized by us. An advisory system was established eighteen years ago to assist in this direction. At the beginning of the year each teacher is given a list of pupils to whom he acts as special adviser. He is expected to study each pupil upon his list with especial reference to his aims, ability, and habits of study; to become acquainted with his parents and home environment; in fact to speak authoritatively whenever accurate information is needed about the pupil. Furthermore, he should be able to direct pupils as to the studies in the curriculum best suited

<sup>1</sup>City of North Adams, *Annual Report*, 1917, p. 182.

<sup>2</sup>City of North Adams, *Annual Report*, 1919, p. 141.

<sup>3</sup>City of North Adams, *Annual Report*, 1919, p. 140.

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to their needs, and to suggest such educational progress as seem on the whole desirable.<sup>4</sup>

Superintendent Burr J. Merriam stressed vocational guidance in his report of 1920:

A series of conferences, participated in by several interested teachers, citizens in business and professional life, Principal Murdock of the normal school and the superintendent of schools, resulted in the following Vocational Guidance Program:

Vocational books for reference and casual reading in high school study rooms and in eighth grade rooms.

Vocational talks to all high school pupils, these talks to be given by people outside of the school once each month.

Debates in upper grades and high school as to various vocations, industries, etc.

Prepared vocational talks for five minutes by pupils at assembly in high school.

Motion picture films of vocations and industries.

Prize essays on vocation in Junior and Senior classes as part of the English work.

High school teachers given opportunity to explain the vocational bearings of their high school courses to upper grade pupils and to high school pupils who are not taking their courses.

Vocational bulletin board in each school building.

More vocational counselling by high school advisers.

An assigned vocation to be reported upon in writing by each high school graduate.

Factory, office and shop visits by pupils under the teacher's direction.

One big Parent-Teacher Vocational meeting each year.

Lists of public library references with regard to vocations.

A Vocational Guidance Committee from the teachers to suggest additional activities and promote the existing program.<sup>5</sup>

Dr. Grover C. Bowman emphasized the guidance function in his report of 1929 when he wrote:

The modern secondary school is successful in the degree in which the interests, aptitudes and possibilities of the youth are discovered, and sound, thorough courses given whereby these capacities may be filled.

The teachers should also be alert to discover any indication of genius in the arts. America cannot afford to lose the work of any individual endowed even with a modicum of creative skill, and for students of this type all the regulations of academic machinery should be made secondary.<sup>6</sup>

The records show that Principal Donald Fowler was strongly interested in guidance and aptitude testing. In the early 1940's a part-time guidance worker was assigned and in 1947 a full-time guidance officer began his work. In 1946, Boston University was engaged to administer batteries of aptitude tests to the incoming ninth-grade pupils and to the juniors. Since that time a complete pupil inventory is available for each pupil.

<sup>4</sup>City of North Adams, *Annual Report*, 1919, p. 148.

<sup>5</sup>City of North Adams, *Annual Report*, 1920, pp. 144-145.

<sup>6</sup>City of North Adams, *Annual Report*, 1929, p. 142.

## SUMMARY

The guidance function has a direct relationship to the holding power of a high school. For the past fifty years a guidance program has been operating. The superintendents and principals reported both recommendations and achievements. Some of the highlights are summarized as follows:

1901—The student advisory plan was started.

1917—Dr. Gadsby called attention to the need for more and better guidance.

1919—Vocational guidance and career classes were recommended.

1920—Superintendent Merriam stressed vocational guidance.

1929—Superintendent Bowman emphasized the guidance function.

1940—A part-time guidance worker was assigned.

1946—A comprehensive aptitude testing program was initiated.

1947—A full-time guidance officer was appointed.

## ORGANIZATION AND ADMINISTRATION OF THE HIGH SCHOOL AS AFFECTING HOLDING POWER

A. G. Potter, writing for the School Committee in 1877, told of the need for classrooms for three or four hundred scholars to reduce the overcrowded schools. He set sixty scholars as the proper number for each room. "It is poor economy to try to teach seventy or eighty scholars in a room designed to accommodate but fifty."<sup>7</sup> Although the above statement refers to the lower grades housed in the same building as Drury High School, it does reflect the thinking of that time. In Drury High School, the recommendation of the Massachusetts State Department of Education of twenty-three pupils per class was followed in 1950 as closely as possible. The one session day was described by A. D. Miner in 1879:

The change in the regulations of the schools, by which there is only one session per day for the high school, has been on trial since the beginning of the fall term and seems to have met with general approbation. Under the present arrangement, the high school session begins at nine A.M. and closes at two P.M.<sup>8</sup>

The change to the one session was made mainly to relieve the girls, in part, of the task of climbing stairs, and to give them an opportunity to enjoy a portion of the afternoon in healthful exercise in the open air.<sup>9</sup>

The hours at Drury High School were 8:30 A.M. to 1:00 P.M. in 1891.<sup>10</sup> The school day in 1950 began at 8:00 A.M. and closed at 2:00 P.M. Principal James F. Eaton, commenting on home work, was of the opinion that, "No pupil could or ought to do all the work of a high school course in school hours."<sup>11</sup> He expected the students to learn two of their lessons out of school. He warned against students wasting their hours outside of school, thereby causing failure. As to discipline, Principal Eaton gave his views as follows:

<sup>7</sup>Town of North Adams, *School Reports, 1886-1886*. Report of 1877, p. 7.

<sup>8</sup>Town of North Adams, *School Reports, 1886-1886*. Report of 1879, p. 7.

<sup>9</sup>*Ibid.*, p. 23.

<sup>10</sup>Town of North Adams, *School Report, 1887-1896*, p. 25.

<sup>11</sup>*Ibid.*, p. 25.

It is rare that a pupil thus respectfully treated fails to respond. But cases do occur. In every hundred pupils there will probably be found some half-dozen incorrigibles. If the school is well managed, as indicated above, it is not responsible. Upon investigation it will be found that the home life or other surroundings are defective, faulty. It is not unusual for parents to demand of teachers that they control their boy or girl when they themselves have failed to do it. Sometimes a teacher may succeed, sometimes not. It is a grave task. The aim in dealing with such is to combine all possible kindness with inflexible firmness. If this fails, then warning, then, if still there be need, some penalty which seems best suited to the case is to be applied. If all reasonable remedies fail, then the one rational method is to drop him outside the walls of the school.<sup>12</sup>

The marking system was changed from an average passing mark of 70 for all subjects, whereby a student could shirk the solid work and pass on an average. In 1891, the passing mark was lowered to 60, whereby studious and faithful students who might not be able to master some department of required work could be successful in other departments. "This removes all possibility of hardship in our required standard."<sup>13</sup>

The new Drury High School building was partially completed and placed in use in February 1917, and formally dedicated on June 19, 1917. The new building made possible an expanded curricula in commercial, household arts, and industrial arts. It also provided increased activities in the sciences, physical education, and auditorium.

In North Adams the organization of grades was the same as that in vogue in other Massachusetts cities and towns. Students normally spent one year in each of the first eight grades, one year in sub-freshman classes, and four years in high school. In 1919 it was suggested that a change was in order. "This course of thirteen years is too long by at least one year. Our young people should be able to graduate in twelve years."<sup>14</sup> This change was accomplished in 1925.

In 1950, a Citizens' Building Committee studied the problem of housing increased numbers of students. One recommended solution was to build a new high school and reorganize the school system into junior and senior high schools with grades 7, 8, and 9 in junior high school and grades 10, 11, and 12 in senior high school. This was not a new recommendation.

Superintendent Burr J. Merriam reported in 1921:

Educational experts are somewhere near an agreement that the Junior High School or 6-3-3 plan of organization is very satisfactory. It means six grades or years of work as they are usually found, three years of departmental work somewhat less formal than the high school program and three years of high school work. There is little question but that it is vastly superior to the regular nine grades or years and four years of high school.

The peculiar situation of our school buildings and the absence of a rapidly growing school population here make the pure Junior High School organiza-

<sup>12</sup>Town of North Adams, *Public School Reports, 1881-1892*. Report of 1891, pp. 23-24.

<sup>13</sup>City of North Adams, *Reports School Dept.*, 1917, p. 147.

<sup>14</sup>City of North Adams, *Annual Report*, 1919, p. 141.

tion impossible. We have, however, introduced this year a modified form which, for the first time, reduces our school course above the kindergarten from thirteen to twelve years. Our plan continues the first six grades much as before with some additional work in grades five and six, offers departmental work in grades seven and eight; that is, pupils are instructed by several teachers each capable in her particular subject rather than by one teacher in all subjects, and the regular four years of high school work.<sup>15</sup>

The following year, Superintendent Grover C. Bowman recommended the establishment of a junior high school:

No section of school organization has been subjected to such scientific criticism in recent years as the upper grades. As the result of this study, a new plan of organization is being widely adopted known as the Junior High School. This consists of grouping the seventh, eighth, and ninth years together, the period of the beginning and culmination of adolescence. In these years there should be made provision for the many variations in the interests, capacities and development of the pupils. No longer can there be a common course of study that will reach the child with literary and classical tastes and at the same time furnish real education for the child whose life expression is to be in Mechanical or Industrial Arts.

The junior high school plan permits of specialized teachers—of men teachers in part at the age when boys need to come under strong masculine influence in the classroom thinking and discussion. Provision can be made for vital instruction in the Manual Arts, in Domestic Science and in the elementary sciences.

Previous reports have dealt with this type of organization and its value. I believe the next step in North Adams to be the establishment of such a school. There are no insurmountable difficulties. In fact, development of the plan has been made easier by the completed Drury. As indicated in this report under the discussion of School Plant, it is possible to add the requisite number of class rooms to the present building. The shops, the gymnasium, Domestic Science laboratories, the scientific equipment, the auditorium, all essential to a junior high school, are already built, and instead of being used a portion of the day can be used continually.<sup>16</sup>

Failures in high school received the comments of Principal Gadsby when he wrote in 1922 at the close of his successful career as the principal of Drury High School:

The most perplexing and at the same time the most important problem meeting the executive head of a high school is the analysis of the causes of failure of pupils, and the devising of ways to reduce these to the minimum without departing from a reasonable standard of requirements demanded from the pupils. Every good teacher considers her own subject as of prime importance, and if not checked would tend to use the entire energy of the pupil in her particular line of work. Furthermore, it is sometimes difficult to determine whether failure arises from neglect, ignorance of methods of study or lack of ability. We have been making a careful study of this question this year, and hope to accomplish some definite results.<sup>17</sup>

<sup>15</sup>City of North Adams, *Annual Report*, 1921, p. 148.

<sup>16</sup>City of North Adams, *Annual Report*, 1922, p. 184.

<sup>17</sup>City of North Adams, *Annual Report*, 1922, p. 189.

The membership of 497 Drury High School students by age and grade on April 1, 1922, showed 87 students, or 18 per cent, retarded; 357 students, or 72 per cent, normal; 53 students, or 10 per cent, accelerated.<sup>18</sup>

### SUMMARY

The adaptation of school management to student needs has had some influence on retention of students in high school. For example, the 2:00 P.M. dismissal permits 60 to 75 per cent of the students to work part-time. This work experience is conducive to staying in school. Policies on discipline, retardation, marking, and organization can help increase or decrease elimination from school.

Although the 6-3-3 plan has been advocated frequently the North Adams Schools still operate on a kindergarten, 8-4 basis.

A number of administrative and organizational factors related to holding power are listed below:

1879—One-session day began at 9:00 A.M. and closed at 2:00 P.M.

1891—The hours were 8:30 A.M. to 1:00 P.M.

1891—The passing mark was lowered to 60 whereby certain students could be successful.

1917—The new building permitted an expanded program in commercial, household arts, industrial arts, sciences, physical education, and auditorium activities.

1925—The sub-freshman year was eliminated.

1921-1950—The 6-3-3 plan of organization was recommended several times.

1922—Causes of pupil failure were recognized as a problem.

<sup>18</sup>1944, p. 34.

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## Meeting the Discipline Problems of Our High School

LOUIS GRANT BRANDES

WHEREVER educators congregate, whether it is at conventions, institutes, workshops, or at social gatherings, school discipline usually becomes a topic of conversation. All express their concern regarding the control of children in school. The problem is not limited, however, to the behavior of young people in our schools; nor is it confined to specific areas. Thousands of committees throughout the country have held conferences concerning the conduct of juveniles. It has been a topic of numerous articles of the press. The immensity of the problem is indicated by the following excerpts:

"Some 350,000 American boys and girls had appeared in juvenile courts by the end of 1953. In 1952, young Americans under 18 years of age were responsible for 53 per cent of auto thefts, 48 per cent of all burglaries, 4 per cent of assault cases, and 4 per cent of homicide cases."<sup>1</sup>

"The number of children appearing before juvenile courts increased 29 per cent from 1948 to 1952" while population of children between the ages of 10 and 17 increased 6 per cent.<sup>2</sup>

Just what portion of the above numbers is the result of an increased awareness and diligence concerning juvenile problems and what portion is the result of increased social maladjustments of youth has not yet been determined. There is no doubt, however, concerning the terrific costs of these social maladjustments that originate with our youth, to society. One report indicated that California alone was "spending 350 millions of dollars annually to deal with the direct results of individual behavior disorders and social maladjustments."<sup>3</sup>

In all fairness to our children, perhaps some generalizations should be made. The children of today may have the same physical characteristics as those of a decade or more ago, but they vary greatly in another respect. Their attitudes, a product of our current environment, have changed terrifically. These attitudes are the result of all that our children "see and hear and feel." They are the product of television, radio, wars, strikes,

<sup>1</sup>C. T. A. Journal, Spring Issue, 1954.

<sup>2</sup>A. S. Hill; L. M. Miller; H. F. Gabbard. "Schools Face the Delinquency Problem", THE BULLETIN, National Association of Secondary-School Principals, N. E. A., December, 1953. pp. 181-221.

<sup>3</sup>Report of Research Committee, California, Need-Century Conference on Children and Youth, September 12, 1950. (Mimeo-graphed)

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rapid transit, transient peoples, inadequate housing facilities, controversial labor regulations, and all such characteristics that are common to our changing way of life. Children come more frequently from broken homes; some have both parents working; a surprising number have been given responsibilities beyond their years; a larger number have been given almost no responsibility, even for their simplest personal needs.

We may take comfort in the knowledge that the discipline of young people has been a problem for a number of years. Socrates, some 2,000 years ago, is said to have remarked: "The children now love luxury; they have bad manners, contempt for authority, they show disrespect for their elders and love chatter in place of exercise. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers."

Regardless of these generalizations, the control of the pupils within our schools is a very realistic problem. We must learn to understand and cope with the various aspects of this problem.

#### A SPECIFIC PROBLEM

It is likely that discipline problems are greatest when they are your own. Perhaps that is why we at Encinal High School have been inclined to think we have a somewhat atypical school population. A look at our problems and what has been done about them may be of value to both ourselves and others that feel they have similar problems.

Encinal High School, with 13 faculty members, opened its doors to some 300 ninth-grade pupils in September 1952. The following year the school had grown to include a faculty of 24 members and an enrollment of approximately 600 pupils in grades 9 and 10. In September 1954, the faculty had increased to 35 and the enrollment to approximately 800 pupils in grades 9, 10, and 11. By September 1955, the school included grades 9 through 12 and an enrollment of over 1,100 pupils.

Among the factors that might contribute to pupil disciplinary problems in this school are the following: Until the increased high-school enrollment, subsequent to the war years, had outgrown facilities, the Alameda school district had a single high school. A division of the district into two high-school attendance zones in accordance with the lower grade "feeder" schools resulted in all of the city's Federal housing projects, the homes of some 20,000 residents, as well as the city's industrial area, falling within the Encinal High School attendance area; the more exclusive residential areas of the city remained in the attendance area of the established high school.

The school began with a faculty new to the district and added from ten to fifteen new teachers each year, resulting in the expected problems of orientation, communications, and common understandings. For more than two years, during the period of growth, construction work was underway on the school. Many of the older residents in the school attend-

ance area who had attended the district's established high school, and sent their older children to that school, resented having to send children to the new school; some provided open resistance. A number of residents in the immediate area resented the presence of the school; they made frequent complaints concerning the actions of youngsters going to and coming from the school. The school was without some of the benefits that can be associated with tradition; there was no "balancing influence" of older upper grade high-school pupils to lend guidance to the incomers. Even without this tradition, there was the precedent of the other high school to follow.

With the growth of the school, other factors became evident. It has been found that a pupil turnover of about 35 per cent each year could be expected. Some 60 per cent of the children live in the Federal projects; these projects have a large transient population. The enrollment is very cosmopolitan; some 30 per cent are Negro, another 10 per cent are the children of minority groups. There is evidence to indicate that a "more than normal" rate of truancy and school dropout should be expected. According to test results there is "a more than normal" proportion of slow learners and academically retarded pupils. There have been some trials with juvenile gangs.

Thus, it is not difficult to see why discipline has been a chief concern of those responsible for the organization of Encinal High School. This concern has resulted in certain provisions, policies, and applied techniques that are either directly or indirectly related to the disciplinary control of the youngsters.

#### THINGS THAT HAVE BEEN DONE TO PROVIDE PUPIL CONTROL

Among the things that have been done that provide, either directly or indirectly, for pupil control in Encinal High School are the following:

*Meetings of Proposed Staff*—A semester prior to the opening of Encinal High School, regular monthly meetings were conducted with the available members of the proposed staff. Plans were made co-operatively by this group for the school organization and curriculum plan that would best meet the needs and interests of the anticipated enrollment. This group reflected the feeling that disciplinary control was a product of good organization, a curriculum that meets the needs of the youngsters, and competent supervision and instruction.

*Research and Planning*—Study was undertaken to predict the enrollments and determine the characteristics of the school population. Steps were taken to co-ordinate building plans with finances and growth in enrollment such as to minimize conflicts with the instructional program. Community reactions were anticipated and every attempt was made to meet them at their source. Thus, some difficulties that might have resulted in behavior problems were avoided.

*Curricular Provisions*—Attempt has been made to provide a curriculum that will adequately meet the needs of general, vocational, and college

preparatory pupils. Heterogenous classes have been maintained such as to provide the greatest choice in the pupil selection of subjects and to protect against the isolation of minority groups. A two-hour core-type course has been provided for all ninth-grade pupils by combining the English and social studies subjects so as to alleviate the transition from the elementary schools to the high school and otherwise to provide for orientation, group guidance, and individual difficulties of youngsters. Six periods of classes have been provided for all pupils, with study hall and library periods reserved for pupils that can benefit from them. These provisions have been made as part of the effort to meet the individual needs of youngsters, with the feeling that they also minimize frustrations that might result in behavior problems.

*Teacher Recruitment*—All of the teachers of Encinal High School have been "hand picked." They have been specially selected, after careful screening of records and interview, for their potential ability to "get along" with and understand the children of our school.

*Emphasis on Pupils Working to Capacity*—Attempt has been made to place an emphasis upon pupils working to their capacity. All general education subjects are graded on achievement commensurate with ability. Pupils failing to maintain a grade of "C" in an elective subject are not permitted to re-enroll in the subject area until there has been a time interval of at least one semester. Honor rolls are maintained and published. Pupils working at their capacity on teacher selected materials will not be behavior problems.

*Citizenship Grades*—Citizenship marks, as given by the teachers, are felt to add to classroom control by the teachers. Each classroom teacher has an opportunity to report pupil classroom behavior by giving a citizenship grade in addition to a subject grade. Space is also provided on the report cards for general remarks and for reports on absence, tardiness, and work habits. A composite citizenship grade, for the purpose of providing a citizenship mark on the pupils' permanent record card, is obtained by averaging the citizenship grades from subject report cards. Satisfactory citizenship, as indicated by citizenship marks, is listed as a requirement for graduation.

*Low Teacher-Pupil Ratio Maintained*—During the period of growth of the school, a low teacher-pupil ratio has been maintained. It has been maintained in face of the financial problems that can be associated with a relatively poor school district. The ratio, exclusive of administrative personnel and special guidance services provided at the central office level, has remained well below 1 to 25. When the enrollment of the school and the number of faculty have stabilized, it is hoped that the 1 to 25 ratio can be met and maintained. It is felt that a low teacher-pupil ratio has provided an opportunity for closer supervision and for more adequate meeting of individual differences.

*Wide Range of Student Activities Provided*—The importance of student activities has been recognized. Since the opening of the school,

every attempt has been made to provide a wide range of student activities. Clubs and club activities have been encouraged. Monthly evening dances, as well as after-school dances, have been provided; other social events have been scheduled. Time has been provided for organizing bi-monthly assemblies. Interschool athletics with freshman, junior-varsity, and varsity competition has been provided. It is felt that the many student activities have provided strong control factors.

*Guidance Services*—A counselor has been provided for each class, with time set aside for one hour per 100 pupils. Counselor time is devoted to individual conferences with all *pupils*, as well as group guidance, testing, and handling of special problems. Special services are provided at the central office level; these include clinical assistance, special classes, welfare assistance, liaison with outside agencies, attendance problems, court cases, etc. Job placement services for prospective graduates is provided. Child problems, behavior and otherwise, are normally channeled through the guidance function prior to their resulting in disciplinary problems.

*Police Assistance*—Police officers are provided by the school for duty during a two-hour period at noon and a one-hour period after school. These officers are also on duty during inter-school athletic contests and evening social functions. Officers have been selected for their ability to "get along" with pupils. They have been instrumental in the control of pupil conduct in the vicinity of the school, including smoking, loitering, congregating, trespassing, juvenile gangs, etc. Disciplinary action, however, has remained with the school officials.

*Communications with Outside Agencies*—Communications with outside agencies, via the central office, has been exceptionally good. Direct communications with police authorities have been established; co-operative work with the police has been maintained in an effort to provide accepted social behavior on the part of children apprehended by police authorities. Copies of correspondence with the agencies, after necessary action has been taken, are filed in pupils' guidance jackets for future access.

*Services of Nurse*—Prior to making referrals to outside agencies, or to the central office guidance department, the school nurse is consulted. A home visitation and report by the school nurse often provides the basis for the remedying of truancy and disciplinary cases. Often the nurse can provide a more satisfactory working relationship between the home and the school than can a school administrator or an attendance supervisor.

*Attendance Check*—A daily check is made on pupils absent from school. Parents with phones are contacted immediately and the reason for the absence determined. Those parents without phones are contacted at home after the third day of absence. Conferences are scheduled with parents of truants. Habitual truants are referred to the central office staff, and from there to the courts.

*Public Relations*—Open-house days, adult education classes, forums, PTA activities, etc. have been provided for with the aim of establishing a better understanding of our school. Bulletins are sent to parents; handbooks are provided to pupils. Attempt is made to work with parents and the community on child behavior problems.

*Special Supervision Assignments*—Teachers have been assigned supervisory duties in key locations before school, during noon periods, during classes, and after school. In addition, pupil boards of control members are on duty during these times.

*School Newspaper*—A school newspaper is published every two weeks. It is the purpose of this newspaper to provide recognition of pupil achievements and otherwise to promote pupil morale. It is felt that the paper is achieving its purpose most adequately.

*Double Lunch Periods*—Two lunch periods are scheduled in the daily program to provide hot lunches to the greatest number of pupils with a minimum of waiting time. The double lunch period plan has farther advantages over a single lunch period in that fewer pupils are free to leave the school grounds at one time during the noon time. It provides a means of breaking up problem combinations and it makes for broader subject scheduling latitude for pupils. The double lunch period is thus felt to contribute to pupil control.

*Planning with the Feeder Elementary Schools*—Plans for making the transition of graduates of the elementary schools to the high school are made each semester. Student body officers are introduced to the high-school students at assemblies. High eighth-grade pupils are given an orientation tour of the high school. The tour is conducted by selected high-school pupils. Visits of the high-school administrators and counselors are made with the high-eighth-grade classes. Programs are planned with the elementary school administrators, who in turn work with the parents of pupils in an effort to determine the best courses of study for the pupils. Problem children are noted and distributed equally in the high-school advisories. Such pre-planning is felt to avoid some of the potential behavior problems.

*Detention Hall*—A detention hall is provided for making up detention time assigned to pupils to be made up after regular school hours. Detention time is assigned as a deterrent to tardiness, cutting, and certain types of behavior. Violations are reported by teachers and detention time is assigned from the office. Pupils failing to make up assigned time face suspension.

*Semi-annual Promotion*—Semi-annual promotion has provided the advantage of re-scheduling pupils for new subjects each semester. Children that have been unsuccessful in a class have an opportunity to make a readjustment after a single semester without losing a full year in a scheduled subject period. It further provides more opportunity for subject exploration than does the annual promotion arrangement. Semi-

annual promotion is felt to be an important factor in reduction of potential behavior problems.

*Teacher Advisory Council*—A teacher advisory council, consisting of six teacher members, functions for the purpose of providing the best possible school organization and administration. Of primary concern to the faculty and the Advisory Council has been discipline; it has received top priority on the agenda for meetings. From a co-operative study of the disciplinary problems associated with Encinal High School should come the means for providing the type of pupil control that serves the best interest of the school.

*Secondary Co-ordinating Council*—The Secondary Co-ordinating Council consists of three administrators from each high school and members of the district central office staff, including the superintendent, assistant superintendents, director of guidance, and director of instruction. It is the purpose of this council to provide co-operative planning in matters that pertain to the administration and organization of the secondary schools. Though pupil control is a responsibility that rests with each individual school, matters that are directly related to pupil control are continually "talked out," so as to provide for the most effective controls within the schools.

#### OFFICE DISCIPLINE

Pupils referred to the office for disciplinary reasons at Encinal High School become the responsibility of the vice principal. An accumulative record of referrals is kept. This record includes notes from correspondence received from outside agencies, including violations that have come to the attention of local or county juvenile authorities. From this record, along with academic records, attendance records, and guidance records, all of which are readily available, cases are treated individually.

Classroom behavior incidents, unless they are repeated incidents and lend themselves to a breakdown of classroom control, are usually considered guidance problems and are referred to a counselor after teacher action. Outright violations of school rules, however, must be dealt with promptly. What constitutes violations, however, is susceptible to teacher judgments. Attempt is made at all times to lend full support to these judgments.

The school rules, as practiced in Encinal High School, have been defined by the state's *Education Code*. Violations include: continued wilful disobedience, open and persistent defiance of the authority of the teacher, habitual profanity or vulgarity, smoking cigarettes on school premises, defacing or otherwise injuring school property, and membership in a secret fraternity, sorority, or club.

Techniques used in dealing with behavior problems have been effective to different degrees with various pupils. Knowing the pupil, his likely responses and probable reactions seems an important clue for successful

disciplinary disposition. Some of the techniques that are used and have been effective are as follows:

*Disciplinary Conference*—Sometimes a conference with a pupil, whereby the behavior incident is examined, consequences pointed out, and the limits set, is sufficient. If limits are set, a next meeting is more severe. Sometimes, where the situation calls for it, a "two in one" conference with the principal can be very effective.

*Detention*—In some cases, where the pupil sees "the error of his ways," the assignment of detention time, to be made up after school, serves a purpose and is effective.

*Parental Contact*—Perhaps the most effective means of changing pupil behavior has been through parental contact. Parental contact can be made by talking to the parent on the phone, by visiting the home, by taking the pupil directly to the home, or by arranging for one or both of the parents to come to school. The manner of contact is of course dependent upon the nature of the offense. Limits can be set whereby there is common understanding of the parents, child, and school officials. Such agreements provide a "solid front" concerning expected behavior of the pupil.

*Letters Home*—Letters home indicating the progress of a pupil in school are often effective. Such letters would usually follow a parental conference, as necessary.

*Isolation*—Supervised isolation has, for some pupils, been an effective means of bringing about a change of behavior. Sometimes it is necessary before a disciplinary conference. The opportunity for the pupil to be alone often gives him an opportunity to think his problem out.

*Removal from Class*—Removal from a class for a period of time, with parental notification, has been effective for some pupils. Pupils are removed from class for a period of time, from one to two weeks, and placed in a study hall. Return to class is based on teacher permission after satisfactory makeup work has been accomplished and assurance offered that prescribed limits of conduct will be met. This is accomplished in a conference with pupil, vice-principal, and teacher. If necessary, a parent can be brought in.

*Suspension*—When other efforts fail, suspension is necessary. If limits that have been previously set include suspension, then suspension must follow. Suspension may include up to two weeks. After a second or third suspension, referral is made to the board of education for exclusion from school.

#### SOME REFLECTIONS

It is evident that some teachers have considerable difficulty in maintaining pupil control under the same conditions in which other teachers have no difficulty. In providing for classroom control, there appears to be no substitute for the competent and experienced teacher who loves and understands pupils. It seems that the control of pupils in a school is

not something that can be supplied by so many rules, or the work of some few individuals. The best medicine for providing the control seems to be the sincere and co-operative effort of the entire school staff to understand pupils and their problems and then provide the school services and curricular program that most adequately meets their needs. Once such effort has been accomplished, the "slack" can be taken up by co-operatively planned organizational and administrative endeavors.

#### RECOMMENDATIONS FOR BETTER DISCIPLINE\*

The Steering Committee, acting on the suggestion of the faculty that definite procedures be established with regard to disciplinary problems and their prevention, has, in the course of several meetings, consolidated a group of ideas which are here presented for further discussion and approval. One of the first questions that arose in the discussions was—*Can good behavior exist where there is not the proper atmosphere for it?* In this connection a further question was raised—*What are some of the principles and procedures that can be followed to prevent breaches of discipline?* The third question considered was—*What procedures should be followed when problems arise that are beyond the jurisdiction of the teachers, counselors, and advisers?* Considering these as the basic problems, the committee went to work to find and offer some possible answers.

##### *Setting and Maintaining the Proper Atmosphere*

- A. It was felt that a desirable atmosphere would have the following characteristics.
  1. Co-operation between students and the entire staff.
  2. Mutual and reciprocal respect for the individual.
  3. Friendliness at all times with manifest personal interest in the students.
  4. Firmness and fairness with limits clearly defined and adhered to.
  5. Teachers who accept the responsibility of upholding high standards of discipline in all places and at all times.
  6. Teachers who show by word and deed that school policies and regulations are made for the benefit of all.
  7. Have enough equipment to go around, this equipment being suitable to the level of the students.
- B. While it is the function of all to contribute to setting this atmosphere, the major responsibility lies with the classroom teachers and the advisers since it is they who deal with students at the group level. Following are some suggested *principles*:
  1. Nurture potential leadership qualities in students by encouraging their participation in essay, speaking, American history, and student body activities.

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This section has been prepared by the Encinal High School Steering Committee composed of Mr. Peinado, Mrs. Harriman, Mrs. Culbertson, and Messrs. Kline, Reeves, Holeman, and Mell, members of the faculty.

2. Accept the students where they are with regard to their assets, liabilities, interests, and values.
3. Be careful that nothing is said or done that will make a student feel rejected.
4. Have the teacher, and not the student, assume the leadership in setting the example of courtesy and acceptable behavior.
5. Avoid irrational anger in front of students and do not argue with a student in front of the class.
6. Have and follow established routines for classroom management. Delegate mechanical duties to the students wherever possible.
7. Have work planned carefully in advance.
8. Use praise rather than criticism.
9. Learn to anticipate problems before they arise.
10. Avoid making references to a student in class which might be interpreted as a reflection on his family, race, or creed.

C. *Some Suggested Policies for Minor Infractions*

1. For *occasional* clowning, talking out of turn, visiting, tardiness, lack of attention, unpreparedness, and other minor *but not habitual* disruptions of routine, it is recommended that the teacher go no further than the student's adviser if the teacher feels it necessary. Since these offenses usually result in lowered citizenship grades, it is recommended that no further penalties be imposed.
2. Referral through this channel should be followed up by the person who initiated it to see what disposition has been made or what further action is to be taken. Communications are verbal rather than written.

D. *Some Suggested Techniques*

The following techniques have been successfully used here at Encinal to maintain a good standard of discipline in the various classrooms. All other teachers are invited to contribute to this list any of the techniques they have used which have proved effective for them.

1. At the beginning of the semester, work out 8 or 10 essential class rules or procedures that the students will vote upon and agree to uphold. They can be reminded of this agreement on subsequent infraction. (Most students accept the value of learning to agree to and to keep agreements.)
2. Remember that the teacher's first responsibility is to the group. Before helping individuals, make sure that the whole group is working, has its equipment, *etc.* Continually uphold this standard—"The teacher cannot begin to help individuals as long as other students are not working or are wasting time." Use frequent equipment check. Have a clear-cut penalty for incomplete equipment.
3. If a student talks or gets out of his seat while someone else has the floor, have the latter person stop until the former is in order. Make this a hard and fast rule.

4. Always have the student raise his hand before speaking out. This helps curb the "blurter-outer."
5. Have the classwork, directions, *etc.* carefully prepared. Write the class agenda and assignments on the board and call students' attention to them at the beginning of the period. Explain assignments clearly. Demonstrate if it is necessary.
6. Provide a secure environment. For teachers who are familiar with the technique, after two or three weeks of class, take a sociogram.
7. Permit students to choose their own seats and allow them to sit there so long as they don't misbehave. After two or three offenses, they forfeit the privilege of choosing where they are to sit.
8. Give potential troublemakers definite responsibilities; *i.e.*, taking roll, caring for books, maintaining paper supply, checking desks, *etc.*; but check their work to see that it is carried out properly.
9. If the class is such that a great many students need help in achieving better standards of courtesy and work habits, the students are probably aware of this and can be persuaded to work on this problem in this way:
  - a. Set up standards for "Good Classroom Citizen."
  - b. Elect a weekly citizenship committee to keep track of good and poor citizens plus reasons why.
  - c. Elect weekly "Citizen of the Week." Could even elect "Citizen of the Month," and write a letter home to parents telling them that their child was elected to this honor and why.
10. Write to or phone parent (s) for good or poor behavior.
11. If student is wasting time in class, quietly ask him if you can be of help. If there is no response, stand nearby as the mere proximity of the teacher usually discourages poor behavior. If necessary, the student can be asked to come to the desk for a consultation. More effectively, he can be asked to step outside the room. If necessary, arrange for conferences before or after school.
12. A phone call to a student absent because of illness "makes points" for you not only with the parent, but with the student himself.
13. Stop the little things before they become big things.
14. Make arrangements with neighboring teacher to supervise a student's work for a period or so when exclusion of the student from your class is indicated as a temporary measure. If a student is sent to the office only as a last resort, it will carry more weight.
15. Don't take students' comments or actions as a personal affront. Your status does not have to be proved to the students or they would not see fit to attack it.
16. Laughter or humor eases tension. There should be at least one laugh in every class period.
17. Be prompt in getting to class and be available in your classroom before and after school. Sometimes a student just needs someone to talk to.

### *Repairing Breaches of Discipline*

A. Behavior compatible with the group can best be instilled by preventing those individual insignificant misdemeanors which may become a standard mode of behavior which is detrimental to the best interests of the group. This phase of dealing with the problem is partly group and partly student centered. The teachers and advisers concerned will work here both with the individual within the group and with the individual in private; the counselor will contact the student only on a private basis.

### *B. Some Suggested Principles*

1. Refer again to principles as listed above.
2. Change in behavior is usually a long-term process in which patience and perseverance on the part of the teacher are required.
3. Habitual misbehavior on the part of the student may sometimes indicate an inadequacy on the part of the teacher's approach to the student. Some alternatives are: (a) re-evaluate the method of approach used and try another tack; (b) ask for help or advice since sometimes personality clashes prevent establishment of good rapport.

### *C. Some Recommended Policies for Major Infractions*

1. For habitual discourtesy or failure to recognize authority, habitual disregard for regulations, *etc.*, the student should be referred to the counselor first. If this should prove unfruitful, the case will be dealt with as suggested under "Remedial Discipline" below. Willful violation of school rules (*e.g.*, smoking) should be referred immediately to the vice principal.
2. In no case should the teacher expect the counselor to administer punishment.
3. Teachers may contact parents directly by phone, letter, or in person, but an abstract of the teacher-parent conference should be placed in the counselor's file on the student.
4. If all subject teachers as well as the adviser and counselor of the student are informed on the technique or approach to be used in the guidance of the pupil, the concerted efforts of all will be more effective than the several individual ones. A possible "clinic" in which the subject teachers, adviser, counselor and other staff members sit in could be used to good advantage here.
5. It should be generally published that teachers by law act *in loco parentis*, and by school regulations as proxies of the principal himself. In view of this, it is contingent upon the teachers to assume and exercise the responsibility of keeping order in the school at all times and in all places.
6. For students whose unacceptable behavior has become habitual, teachers should keep anecdotal records, and these should be placed in the counselor's file on the student. (It is difficult to take definite action if there is no evidence of violations of school regulations.)

7. The administration will make every possible effort to support the teacher and to administer disciplinary action in keeping with the facts.

#### *Remedial Discipline*

A. Remedial discipline is concerned with the imposition and carrying out of penalties for continued disregard for rules of conduct when other efforts to instill self-control in the pupil have failed, or where the misconduct is serious enough to demand immediate action. The punishment here is not an end in itself, but rather a means of restoring the individual to the normalcy of the group with the focus on the individual himself. This phase of the program is the responsibility of the administration, with the other staff members serving only in a consultatory capacity. For this reason, principles and techniques are a matter left to the discretion of those concerned with discipline at this level.

#### *B. Some Recommended Policies for Remedial Discipline*

1. It is to be assumed that teachers, advisers, and counselors have exhausted all other means of reaching the student, and that, when he is sent to the office, it is done only as a last resort.
2. Remedial measures taken by teachers in cases where incidents require immediate action should be backed fully by the administration so long as these measures are not vindictive in nature and not disproportionate to the offense. In these latter cases, the teacher concerned will be informed of the proper procedure in private.
3. It is recommended that whatever action is taken by the person in charge of administering remedial discipline, that it be disseminated to all subject teachers, the adviser, and the counselor of the pupil concerned.

#### **MARK THIS DATE ON YOUR CALENDAR**

**41st Annual Convention**

**National Association of Secondary-School Principals**

**will be held at the**

**Sheraton-Park and Shoreham Hotels**

**Washington, D. C.**

**February 23-27, 1957**

## A Positive Approach to Student Behavior

L. D. HARRIS

ONE of the major aims of education is to fit the individual to live with and for others in order that he may be prepared to be a useful member of society. Public schools have a tremendous responsibility in fulfilling this aim. Each student must be recognized as an individual. This creates a complex and difficult task in helping him solve his own problems.

The positive approach to student behavior means that each individual must understand the reasons for accepted behavior patterns. When a student has a problem he must be convinced that he is not in line with these accepted patterns. Our philosophy on student behavior is that we consider all youngsters, regardless of ethnic and religious backgrounds, have dignity, and, as individuals, are important and improvable. To believe otherwise would be contrary to the accepted American principle that education is growth. The educator's responsibility is to stimulate and direct the growth process.

The old adage, "An ounce of prevention is worth a pound of cure" applies very well to this problem. Generally speaking, when students are provided with pleasant and profitable school years, serious behavior problems seldom arise. Clear objectives, good motivating techniques, appropriate learning activities, and understanding of the school's regulations are excellent preventives of behavior problems.

Every problem that arises, large or small, significant or insignificant, should be treated with careful consideration and fairness, but yet with firmness. "To err is human . . .," the expression goes, and we must never forget this. Breathes there a man who has never erred? The individual's life—from cradle to the grave—is sometimes referred to as the comedy of errors. Every reader can no doubt recall to his own mind some error which arose in the past, which, when properly dealt with, resulted in a sounder philosophy of individual behavior. Every problem should be considered as an opportunity to teach social control.

Many years ago the students were controlled by absolute authority. The school controlled them by instilling fear into their hearts. Their interests and enthusiasms were repressed. They were simply marionettes in the hands of their masters. The Stokes Academy of 1848 had a list of

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forty rules and the number of lashes administered for each violation. Some of these were : (1) Climbing trees—one lash for every foot over three feet; (2) boys and girls playing together—four lashes; (3) wearing long fingernails—two lashes; (4) not making a bow when coming in or out—two lashes; (5) drinking spirituous liquors at school—ten lashes. There was no effort made to convince the offender that he was not following the approved code of conduct for that day and time. The lashes were administered and that wall all there was to it.

In a school where students are provided opportunities to exercise qualities of leadership, initiative, co-operation, and obedience, there will be little evidence of discipline. The students will be attentive and interested and there will be no problem of order. In the well-governed school, discipline is conspicuous by its absence.

The farmer became provoked when he had to chase his horse that had gotten out of the field. If he had kept his fences repaired, this probably wouldn't have happened. Punishing the horse just doesn't solve this problem. This also applies to student behavior problems in school. The positive approach keeps the fences repaired.

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## Let's Build Them Better

ELIZABETH W. ROBINSON

**V**ANDALISM by school-age youth costs the average home purchaser today between \$60 and \$300 for his new house. In some communities the costly "pranks" of neighborhood youth raise the ante as much as \$1,000. These facts were revealed by a nation-wide poll conducted among its members by the National Association of Home Builders, an organization representing some 30,000 men and women in the building industry.

Builders are businessmen. When a situation warrants it, they will absorb their losses out of their own pockets. But they wouldn't stay in business long if they made this a practice. So when their property is destroyed or stolen, they add the cost to the price of their product. Or, if they carry insurance to cover their losses, they add the cost of the insurance to the prices they charge.

Vandalism can sometimes be forestalled by the simple expedient of hiring a watchman. But the public eventually pays the wages of such a watchman. The builder would rather do without insurance and watchmen and the headaches and heartaches of bringing a child into a juvenile court on a character charge. He'd rather ask you a minimum price for a well-built house, and have you and your children his friends.

That is why, when the NAHB made its study, builders put greater emphasis on the ways in which they could help the parents, community, and schools teach boys and girls a respect for the property and rights of others than they did on the kinds and amounts of losses involved through this serious type of delinquency.

They uncovered some ugly facts, some of which we'll reveal. On the other hand, they discovered a number of ways in which they thought they could help boys and girls everywhere to develop desirable attitudes and practices in their relationships with other community members. They placed their faith directly on the possibilities of a sound educational program, and they have some ideas which they believe can be of use to everyone concerned today with juvenile delinquency. They'd like to see businessmen and educators get together to solve the problems of misguided youngsters, and they want to offer their co-operation in development of any program that can achieve this.

Before we go on to what can be done, let's take a look at what's been happening. The picture isn't pretty. In capsule form (but still hard to take), here are a few samples of the kind of thing that home builders have been up against.

In Detroit, Michigan, a youthful vandal climbed into a bulldozer and drove it into a new house, at a cost of \$650. Another threw \$600 worth of sewer crock, piece by piece, into an excavation, smashing the entire stock.

In a different teenage incident, three new houses went up in flames. Detroit builders estimate that theft and vandalism are costing builders and home owners many thousands of dollars a year. But the cost in child injuries is equally serious. Falls incurred while trespassing on building projects have resulted in dozens of broken bones during the past year alone. While accidents around construction jobs, fortunately, seldom result in deaths, such things are not without precedent, as Detroit knows. It was in this city, not so long ago, that three youngsters lost their lives in a cave-in, while playing around a building excavation.

In Baltimore, Maryland, recently, two children shoved in the walls of two cottages while the mortar of the cement block foundation was still wet. Result—builders had to chip each block clean, then start their work from scratch again.

In Syracuse, New York, on the eve before six new homes were to be opened to the public for inspection, youthful vandals smashed 40 windows, drove nails into the plaster walls, flooded the cellars, plugged up the drains, split the doors. The project was a shamble.

Destruction-minded youngsters in Harrison, New York, stuffed the chimney of a new home with bricks and flattened the damper so that they couldn't be removed from the bottom. A mason had to work all day with a grappling hook to get the bricks out from the top of the chimney. In White Plains, New York, boys poured gasoline in the rooms of a nearly completed house. Cost! Thirty-thousand dollars worth of damage. And so it goes.

When the NAHB sent out its survey questionnaire, builders reported 50 different types of vandalism. Most serious, in point of frequency of occurrence, were: broken windows, theft of materials and tools, wall and ceiling damage, broken clay products, defacement of cement, smeared and overturned paint, plaster damage, blockage of plumbing, fires, damaged floors, heavy machines and tools.

What makes boys and girls, many brought up in excellent surroundings (builders found through their study that vandalism is just as likely to occur in the "good" neighborhood as the "bad") do this sort of thing? "This isn't play," Leonard Frank, Past President of the Long Island, New York Home Builders Institute, Inc., and Chairman of the NAHB Educational Committee, declares emphatically. "Picking up some window putty that doesn't belong to you to fashion a dish or toy, may get by as play, even deliberately reversing a door or window to annoy a workman can be classed with 'pranks,' but when activity takes on the wanton characteristics of vicious destruction, as setting fire to a building or sanding the engine of a costly machine, we builders think it should be called by the nasty name that it really is—*Crime*."

Builders place the blame at several doors. They find that many parents don't seem to care what the children do in their after-school hours, provided they stay from under their parents' own feet in their own homes. A great many indifferent fathers and mothers seem to think it's entirely up to the builders to put up protection for their own property, realizing that "children will be children," and they can't be kept away from a focal point of interest like a new building.

Builders report that too many parents won't believe their own children are involved in pernicious acts of vandalism, even when the evidence is before them. And they report that an unfortunate number of parents will spend more time "getting the children off," if they land in real trouble with police or courts, than they will in trying to discover what causes the behavior and developing a remedy.

Worst of all, many adults are as serious a problem as are their children. Adult theft was a constant complaint among the very builders who declared that their juvenile problem was negligible. Builders lack faith in the efficiency of the courts in handling such matters. Generally, they would rather foot the bill than go through the futile and time consuming efforts to bring a young vandal to justice in a Juvenile Court.

As reluctant as parents are to place a child's name on a record, they will frequently overlook a costly piece of deliberate destruction only to find that the parents, thus released from possibilities of court action, make no effort toward restitution, or even of correction of the juvenile offenders.

Many builders find that police in their districts take a real interest in the problem and make concerted efforts to give property regular protection and to talk to parents when juvenile vandals are "caught in the act." In most cases, they claim, however, that police action is not adequate, usually because the policeman's "hands are tied," or because the force "just isn't big enough" or "lacks the authority" to do the job.

Builders find an almost complete indifference on the part of the communities in which they live to the problem they constantly face, possibly because the community, which is sincerely interested in solving the problem, hasn't publicized its work enough, hasn't organized to include all its members, or possibly because the builders themselves (and they admit this) haven't taken enough interest in the community problem as a whole and so aren't sufficiently versed on what is going on.

What about the schools? Education, the builders believe, and only a strong educational program, can get parents and children to understand what is happening to *them* when juvenile vandals are allowed to strike out unrestricted on their missions of destruction.

It is in the educational program of the school that builders place their hope, but many of them find that the schools consider this a home problem, and not a part of the general character education program of the school.

Do the builders think that they have adequately done their part? No. When the builders were asked what they had done on their own, many confessed, "Nothing, except pay the bills." Most carried insurance, many hired watchmen, some solicited police patrolling, a few went to parents with complaints, the majority posted "No Trespassing" and "Keep Out" signs, a small number put up flood lights at night, a great many caught and threatened the children, these last usually effecting an increase rather than a decrease in the problem. Most of their efforts were to no avail.

But there were others who did something more positive. In one community a builder invited teachers and children in a school near his construction project to visit his housing development. He and some of the workmen took time off to explain the way the machines operated, what the men on the job were doing, how workmen protect themselves from accidents on the job, how a house goes up. He invited the children to send representatives to his office to sit down and discuss some of the problems which came up in class discussion. Then he gave the children sample materials to take back to the classroom for study. Proud of what they knew, and pleased with their part in this project, these children developed a protective attitude toward the new homes in their community. There was no youthful vandalism on this job.

In a very different type of neighborhood another builder was constantly annoyed by teenage boys who rough-housed through his property and did incalculable damage. When, by chance, he learned that his houses were going up on the empty lot previously used by the boys for their ball games, leaving them with no place at all to play, he began to understand their resentment and their problem.

The builder set aside a piece of ground where the boys could still play, put up some baskets and purchased a ball. Handing this play area over to the boys, he was prepared to dispense with further friendly efforts to win their co-operation, and to deal with them harshly if the trouble should continue.

But, as every teacher knows, you don't solve a teenage problem so quickly, nor do you turn on and off at will a proffer of friendship to boys. Probably to his own surprise as much as that of the boys and his community, this man soon found himself involved in a youth leadership project that extended throughout his community—and enjoying every busy minute of it.

Any number of builders have discovered that by the simple expedient of setting aside a heap of scrap lumber, nails, and other materials clearly designated for children to take away for their own construction projects, they can eliminate wholesale stealing of valuable properties, at the same time making good friends of the children who appreciate this recognition of their needs.

All builders can't be expected to have so great an interest in and understanding of boys. Some of these men made no direct attempt to work with

children, but went straight to the parents and community with a campaign designed to show adults exactly what was happening to their children when they ran rampant over the property of others.

Through newspapers, radio, TV, and other publicity mediums, they gave adults the straight facts on the types of accidents that were happening and could happen to trespassing children on unsupervised property—how cave-ins and live-burials could occur, what a cut from a rusty nail might mean, how falls from roofs and beams caused concussions, broken legs, broken arms, and even deaths. They gave the exact figures from their insurance files on the cost of vandalism and theft in terms of building property, and demonstrated with unmistakable figures what this took out of the public's pocket. They called the "pranks" and "play" that parents had ignored by their actual name, *Crime*, and verbally chastised the adults who had been neglecting their responsibilities in checking the growing tide of juvenile delinquency.

In some places, it is true, they only created antagonisms. But in others, they spurred adults to action. In one of the latter types of community, other trade organizations joined with the builders in sponsoring a special radio give-away quiz program for children that served to keep the children close to home in the after-school hours.

Of greater educational soundness, perhaps, was the action of tradesmen in another city who, at the instigation of interested builders, planned a speakers' bureau for schools, scheduling persons from each industry who visited schools to discuss community businesses, to invite youngsters to visit plans and projects, to give career guidance. As a result of such trade publicity, some communities began to overhaul their police and court setups to give greater protection to the builder and to focus more responsibility upon the home, where builders felt it belonged.

In one place, builders were responsible for formation of a Junior Conservation Corps, the purpose of which was to protect the neighborhood from waste, fire, and accidents. One of the major jobs of this group was to police construction areas, to preserve order, protect property, and the safety of other children. A clubhouse, insignia, and occasional "refreshments" made this an attractive activity, and partially filled the place of a much needed club for youngsters, which had not as yet been formed by the community.

Builders are not trained psychologists, social workers, or teachers. They realize that some of their tactics in dealing with young people are wrong. But in face of a lack on the part of other adults whom they feel should be bearing much of the responsibility, they are doing what they can, not only for their own protection, but also because of their genuine concern for what is happening to American youth.

More and more of them are joining in BIE-Day projects sponsored by the Chambers of Commerce and the schools. Additional numbers are sponsoring model home projects to keep boys at work with their hands while learning the value of home ownership through their studies.

Through educational committees set up in their local Home Builder Associations and a national committee organized within the National Association of Home Builders, they are ready to do their share in working toward resolvement of this serious civic problem. But they need help.

These builders hope that the schools will make a greater effort than they have heretofore to reach these children with programs that have "guts" in them and do no quibbling about what is mischief and what is dishonor. They look to law enforcement agencies to bear down upon youngsters and the parents of youngsters with criminal tendencies before they commit greater crimes. And they want more co-operation from other agencies whose problem this is, too.

They realize that while the initiative may sometimes come from them, education is first of all the business of the school and the home. They want to work *with* the schools, and under the schools' leadership, to develop a program that will teach boys and girls a respect for property. They offer their resources freely.

What they are asking *you*, the teachers, to do is to plan a program that will get action, and tell them, the builders, what they can do to help make this program a reality.

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## Smoking in High School: Report of Ten Years Work with the Smoking Problem

WALTER G. PATTERSON

ON March 20, 1946, one hundred and twenty three students of Drury High School signed a petition to have the *No Smoking* regulation discussed and if possible to have it modified. I talked with a number of older boys and found that many of them had carried resentment toward the manner of handling smoking for several years, and that a number were serious enough in their request to indicate that some study was needed in the matter.

The student council members discussed smoking. They were just about equally divided in approving and not approving a modification of the rules. The student council conducted a discussion at an assembly to present the entire picture as far as the students were concerned.

The faculty members were likewise divided in their expression of opinion on the smoking problem. We were all agreed that the smoking problem needed to be settled so that everyone would know what was to be expected and to get to the educational jobs at hand. At that time, we held to the rule of *No Smoking* in the building or on the school grounds. However, violations were present and detection difficult. In fact, parents told me that this was no new problem and that violations have occurred for many years, and by some of our leading citizens of today when they were in school.

Parents often express themselves strongly on one side or the other of this question of smoking. The Drury Citizens' Advisory Committee discussed smoking and were also about equally divided in their opinions.

Punishment which helps to keep the problem under control has consisted of suspension followed by parental conferences. Only one exception has been made to this policy in the past ten years, in the case of a veteran over twenty-one years of age who was warned of the consequences of repeating the violation.

As to the effectiveness of punishment, in the seventeenth century Grand Duke Michael of Muscovy ruled that any Russian caught smoking for the third time was to be put to death. Apparently this rule was not enforced.

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Walter G. Patterson is Principal of Drury High School in North Adams, Massachusetts.

A retired headmaster of a Boston high school said that he kept smoking under control until World War I. He believed that now teachers smoked in the Boston high schools and that pupil smoking was a problem in most schools.

At a recent principals' conference, one principal said that he designated a room where boys could smoke with parental permission. He stated that there was less smoking under this procedure than when smoking was prohibited.

Mr. Bernard wrote, "When I was a youngster, smoking was the unforgivable sin. My grandmother thought smoking a dirty, rotten, contemptible habit, and did her best to instill into my parents her inborn hatred of tobacco. As a result, my brothers and I became ardent smokers and still are." He, also, said, "Above all, refrain from adding to the glamour of the experience by taboos. There is a strange fascination in forbidden fruit."<sup>1</sup>

Several years ago there was so much controversy about smoking and so much false information on the subject that it seemed advisable to consider several courses of action which included:

1. Ignore the problem.
2. Study and plan co-operatively with parents, students, faculty, and administrators in the formulation of regulations and their enforcement.
3. Enforce present rules without appraisal of their effect on the whole educational program, and let the chips fall where they may.

At that time we pursued the second plan and discouraged smoking in the building and on the school grounds. In the meantime the principal welcomed suggestions from the school committee and citizens of North Adams in the problem of smoking, but received no help.

On May 22, 1946, the student council conducted a panel at an assembly before the entire student body on the subject, "Shall students be allowed to smoke on the grounds of Drury High School during school time?" It was understood no decision would result from this discussion, but that at least the students could express their views. The president of the student council said that, "This smoking law applies to girls as well as boys. Therefore, their opinion is to be given also and all must remember that we want only what is for the good of Drury High School." Eight students participated in the discussion. Those favoring smoking on the school grounds said:

1. Other schools have smoking.
2. Students like to smoke as much as adults.
3. Undercover smoking lowers the school's standards.
4. It will not encourage others to smoke because, if they are not already influenced by the actions of the students outside of school, it is not likely that they will be influenced now.

<sup>1</sup>Bernard, A. M., "On Smoking," *School—Elementary Education and Secondary Education*, Vol. 30, April, 1942.

5. Smoking ought to be permitted on the school grounds because it will prevent the student from going off the grounds and having a smoke on the sly, and doing things in an underhanded way—a habit which will carry over throughout his life.

6. It gives students relaxed feelings without danger of being caught.

7. Smoking on the part of students does not hurt the student physically and does not break any laws or change any moral issues.

8. Some of the girls said they would like to be able to smoke in the open.

9. More of a fire hazard created if smoking is continued on the sly.

10. It would cut down on skipping school.

Those opposing smoking stated that:

1. Smoking would be a bad example for the younger students.

2. Coaches are finding it hard to keep players from smoking.

3. Smoking would place Drury in the spotlight—magazines and newspapers will ride us something awful.

4. If a student can't sit six hours without a smoke, he shouldn't come to Drury.

5. It is a bad, expensive habit.

6. Tobacco contains nicotine and many other ingredients harmful to your system.

7. It is not a progressive step.

8. It goes against the rules of the school.

9. It creates a fire hazard.

10. The question is: Why should we be different from other schools?

11. It is a bad habit.

12. It doesn't seem right and would look terrible.

13. Many are too young to smoke.

14. Drury students should set a good example, not a bad one.

15. Students have plenty of time to smoke when they get out of school.

16. Students are too young to know their own minds.

17. It is bad advertising for the school.

18. There is no reason to smoke.

19. It doesn't look good to see a child going to school with a cigarette butt in his mouth.

These student reactions show considerable insight into both sides of this controversial problem. A parent of one of the girls asked, "Is it more important to develop honesty or to prevent smoking?" Another parent said that her daughter had started to smoke after coming to Drury, but that she could not blame the school for this. Most parents in conference with the principal following suspension of students for smoking expressed themselves in favor of the noon-hour smoking at the rear of Drury. A number of parents said that they don't want their young people to smoke, but, if they do smoke, they want them to smoke in the home and be honest and not sneak smokes and be underhanded.

In 1947, the smoking rules were revised permitting smoking after lunch (for about a ten-minute period) at the rear of the building. Smoking was still prohibited in the building, but violations continued. This change was in keeping with a plan that had proven successful in a near-

by high school where an area was set aside for students to smoke outside of school on school property.

The smoking problem received attention in newspapers and other publications. A number of references to these writings will give some idea of the problem. On March 26, 1949, the *North Adams Transcript* carried this item, "The Pittsfield High School student council has won a partial victory in its two-year fight for smoking privileges at the school. At an assembly yesterday, Principal Roy M. Strout announced that smoking would be permitted in the rear areaway of the school. Containers to collect the cigarette butts were immediately placed in position and a good crowd had gathered to initiate them. The council had petitioned for a smoking room inside the building, but it was explained that the fire laws and the lack of room combined to make this impossible."

On September 11, 1949, the *Boston Post* reported: "In nearly every city and town in the country, smoking is prohibited in public school buildings. Even teachers are not allowed to smoke. But in Goshen, New York, a basement smoking room is set up for the coming school term in which the pupils may smoke. This particular school has pupils from the fourth grade through high school.

"The parents of these children are responsible for this. The school principal, a church elder who is opposed to smoking, sent questionnaires to the parents. Only 86 out of 287 bothered to send a reply, and of this number most of them said, 'Let the children smoke.' Since so many mothers have taken up smoking, a great many feel that it is all right for their children to smoke also. And the children naturally feel that if their mothers smoke, why shouldn't they? But without entering into the debate as to whether or not smoking is injurious to children of tender age, it seems a bit out of place for parents to give their approval to smoking by their offspring in school."

Another item in the *North Adams Transcript*, "High School To Expel Smokers," reported, "It may be that 50 per cent of the girls and 75 per cent of the boys at Medford High indulge in smoking, but the school committee in that city last night decided the fad wasn't going to be encouraged. So the committee set down the following penalties. For the first offense, probation and a conference with the student's parents; second offense, one week of the afternoon discipline session and a parental conference; third, a two-weeks' suspension, with time to be made up at the afternoon session, plus the parental conference, and fourth offense, expulsion. The whole matter came before the committee in a letter from Edward H. Leonard, headmaster at the high school, and Melvin V. Weldon, Director of Vocational School. Both officials said the system should enforce or drop the 'no smoking ban.'"

Doherty, writing in *Industrial Arts and Vocational Education*, (Vol. 30, December 1941) told how the student council of the Mechanics Arts High School in Boston attempted to control smoking. It "set up the rule

that boys must not smoke inside of a certain 'triangle' formed by streets near and enclosing the school.—They seem to have developed self-control in that respect, and apparently realize that they are upholding the school's reputation."

In the *Clearing House* (September 1946, p. 12) is a letter "To the Editor" from J. Burton Vasché of Auburn, California, which stated:

*Clearing House* readers may be interested to learn that the California State Legislature has been asked to amend the State Education Code to eliminate the provision prohibiting smoking on school grounds.

The request was received from the Associated Student Body of Chico High School in Butte County, as outgrowth of a discussion held at the recent Northern California State Leaders Conference, at Chico State College.

The resolution states that "it is practically impossible" to enforce the provision, which under the existing law constitutes cause for suspension or expulsion from school. The law-making body has not yet taken action upon this request.

Will the day come when ash trays are standard classroom equipment?

In *Calling All Teens*, 1946, is an interpretation of a poll conducted among high-school youth by boys and girls of teenage, and the results are analyzed for the parents:

Most of your children do not approve of smoking or drinking and they feel you do not approve, yet they are being pulled into it by advertising, radio, the crowd, or drinking within their home, often with their parents. You ought to see that your children have the facts on both of these subjects. Those who are smoking or drinking to convince themselves that they are big stuff are to be pitied. Some of your children will be hurt. You can't dodge this issue.

Results of another survey of pupils about the prevalence of smoking and drinking among high-school youth in a 750-pupil school in the Rocky Mountain region were summarized by C. M. Whitelow in *School and Society*, (Vol. 36, August 1932.) Conclusions were:

1. Smoking is far from a universal practice among high-school pupils;
2. One third of the boys and two thirds of the girls never smoke;
3. Three fourths of the pupils in the aggregate believe that smoking is harmful;
4. Approximately two thirds of the pupils believe that girls have as much right as boys to smoke;
5. Drinking is far less prevalent than smoking;
6. Three fourths of the boys and nine tenths of the girls never drink; and,
7. *The influence of the school is a negligible factor in relation to these practices.* (Italics not in the original.) Does item seven indicate that the major emphasis for lessening smoking among youth should be found with the parents, churches, police, business, newspapers, magazines, radio, and the community in its many aspects?

When I was in college, 1924-1928, the no smoking rule was partially enforced. The college students smoked in the rest rooms and many other places where school officials were seldom present. The penalty was immediate expulsion. Even so, smoking continued until smoking rooms were provided to help control smoking.

Sister Mary Dorothea and N. Le Tourneau writing in the *Catholic Education Review*, (Vol. 41, November 1943) about "Smoking on the Campus" said that four out of sixteen colleges gave pupils a voice in the matter, although the faculty does not approve of smoking. However, "Those who are in close contact with the student problems believe that the provisions of some facility for the smokers makes possible reasonable control. It also eliminates the undesirable behavior patterns that were being developed by secrecy, camouflage, deceit, and the frequentation of unwholesome places." Another group of colleges permit smoking because of its prevalence in the social life of the nation, and yet educate against it in the classroom, in informal discussions, and in studies of the problem. These college adults believed that, "To forbid it would only serve to develop sly, underhand, dishonest habits, and would create a greater desire for smoking." It is thought that, "Experiences have established the feeling that the privilege has lessened or eliminated many related problems." These people say smoking is, "Not considered a problem. It is so much a part of the national, home, and social life of today that it seems best to take it as a matter of course." The authors concerned with the best interest of pupils sent a questionnaire to ninety Catholic colleges and received eighty-five replies. They found, "smoking on the campus is a burning question in more ways than one." Forty-seven colleges permitted smoking but this did not imply whole-hearted approval. Thirty-eight withheld the privilege. "—a dean states that students of the college are vigilant in enforcing smoking prohibitions since they consider the rules a mark of distinction." Objections to smoking on college campuses were:

1. Injurious to health; habit forming as are all narcotics.
2. Opposed to wishes of parents who expressly state that they do not want their daughters to smoke.
3. Danger of new students learning to smoke because of example of fellow students.
4. Detrimental to self-discipline and self-control, and a form of self-indulgence.
5. Fire hazard.
6. Encourages time wasting and loitering.
7. Detracts from dignity of Catholic womanhood.
8. An expensive habit to cultivate.
9. Very uncultured.

A summary of the attitudes against smoking in this study of Catholic colleges places smoking in the same category as gum chewing, slang, and wasting time. Definitely no moral problem is involved. Also, there is "no evidence that smoking makes any contribution to the physical, intellectual, spiritual, or cultural life of women, nor do we consider it a necessary evil." The solution of problems growing out of smoking in the colleges should be, "—a co-operative activity between administration, faculty, and student body in the formulation of regulations and their enforcement."

I talked with an experienced high-school guidance officer and professor at Teachers College, Columbia University, who placed the smoking problem in the hands of the student council who decided on "no smoking" on school grounds or in school buildings. At one time the seniors had a smoking room at "socials," but others smoked too; therefore, pupils ruled smoking out.

J. T. Rogers, M. D. in an article in *School Life*, "Mystery of Tobacco," and reported in *Education Digest*, (Vol. 4, May 1939) wrote that, "Even if they are users of the weed or have no objection to its use by adults, there are few who do not regret to see the beginning of the habit in young people, and no one has yet suggested that it is of any benefit at this period of life. While tobacco may in some measure seem beneficial to a large percentage of adults who use it, it is still not proved that it is at any time beneficial for the child, and the time of its use may well be delayed until the days when the stress and strain of 'Civilization' fall heavily upon his consciousness. It is important also that he be informed that a large percentage of adults do not find the use of tobacco pleasurable or profitable and for a few it is always decidedly harmful. Whether or not users of tobacco get their money's worth in other ways, Professor Pearl from his study of a group of nearly 7,000 men reached the conclusion that smoking 'was associated definitely with an impairment of life duration, and the amount or degree of this impairment increased as the habitual amount of smoking increased.'"

Dr. Rogers listed notable non-smokers from Professor O'Shea's, *Tobacco and Efficiency*: of 156 college presidents about 50 were non-smokers; of financiers and fiction writers, the majority smoked; fifty-five per cent of the congressmen and forty per cent of the school superintendents were non-smokers. Names of a few prominent non-smokers are William Penn, Jonathan Swift, Samuel Johnson, Napoleon, Wellington Cowper, Hugo, Balzac, Goethe, Swinburne, Lincoln, Greeley, William Lloyd Garrison, Beecher, Whittier, John Burroughs, Theodore Roosevelt, Taft, Wilson, and Robert Baden-Powell. Out of 7,124 Englishmen, only 24 smoked. Non-smokers included Cardinal Newman, Matthew Arnold, Gladstone, Ruskin, Thomas Hardy, and G. F. Watts.

An article, "The Slow Count," in *A Magazet* gives an athlete's answer to smoking:

Lieutenant Commander Gene Tunney, former heavyweight boxing champion of the world, and later in charge of Navy physical training and athletics, in a recent interview had this to say: "It's over thirteen years since I retired from the heavyweight championship. But here's a challenge: If Joe Louis will start smoking, and promise to inhale a couple of packages of cigarettes every day for six months, I'll engage to lick him in fifteen rounds.

"Of course, Joe wouldn't be foolish enough to meet my terms. No boxer, no athlete in training smokes. He knows that whenever nerves, muscles, heart, and brain are called upon for a supreme effort, the tobacco-user is the first to fold.

"But how about the ordinary-sitting citizen who never climbs into a prize ring or laces on a spiked shoe? Does smoking affect *his* vitality, shorten *his* life, and nudge him down the trash skid before his time? The grim monosyllabic answer, based on medical testimony, is 'Yes.' Heavy smoking has a positive and demonstrably bad effect on longevity, physical and nervous energy, and general health.

"With every puff, heavy smokers shorten their own lives. Dr. Raymond Pearl of Johns Hopkins found that among 100,000 heavy (over ten cigarettes a day) smokers, 53,774 died before the age of 60. Among the same number of non-smokers, only 43,436 died before that age." "Smoking," he announced, "is associated with definite impairment of longevity. This impairment is proportional to the habitual amount of tobacco used. Even if you smoke *moderately*, you have much less chance of reaching 60 than if you don't smoke at all. It's a slow count, but it gets you finally."

In *Time*, March 7, 1938, under the heading "Coffin Nails," was the following statement, "Cigarettes used to be thought sissy. Zion City, Illinois, where their use was frowned upon, still clings to the older belief that every cigarette a man smokes is a nail in his coffin. Last week John Hopkins' biologist, Raymond Pearl, gave encouragement to every loyal Zion citizen when he declared: 'Smoking is associated with a definite impairment of longevity. This impairment is proportional to the habitual amount of tobacco usage by smoking, being great for heavy smokers and less for moderate smokers.'"

"Professor Pearl chose the New York Academy of Medicine, where he was invited to talk on 'The Search for Longevity' to scare the life out of tobacco manufacturers and make tobacco users' flesh creep. He based his statement on what he sternly declared were the first life (statistical) tables ever constructed to show the relation between tobacco smoking and longevity."

Does smoking kill? is asked in the booklet *Shall I Become a Smoker*. "Only studies over long periods of time can answer this question. When the Dartmouth class of 1868 celebrated its fiftieth anniversary, its secretary, Charles F. Emerson, published the following facts: Class members who used tobacco in college averaged 49 years 9 month at death, and non-smokers 59 years 4 months. Professor Raymond Pearl of Johns Hopkins University studied the life and death history of 6,813 white American males. He found that a man who at age 30 is a heavy smoker has 46 chances out of a hundred to live to age 60, while the non-smoker has 66 chances to attain this age. The deaths of 37 per cent of the heavy smokers who were between the ages of 30 and 60 were hastened by tobacco. Some men are tough enough to attain ripe old age in spite of smoking; but 20 out of every 66 cannot stand it."

Robert Maris, writing in *Youth Leaders Digest*, December 1944, on "Nicotine Is Guilty" summarizes the studies of Drs. Grace M. Roth, Jolin B. McDonald, and Charles Sheord of the Mayo Clinic who reported their findings in *The Journal of the American Medical Association*, "clearly confirm earlier findings on the physiology of smoking. Moreover,

the study by the Mayo group points the finger squarely at one offending ingredient in cigarettes: *Nicotine*.

"While the changes are probably not important enough to cause concern to the smoker in average good health, the doctors make one positive statement on the strength of their findings: 'The Vascular constriction persisted from half an hour to an hour and in some cases much longer,' they say: 'These observations make us conclude that the smoking of cigarettes should be avoided in the presence of peripheral vascular disease (circulatory disease).' The effects of smoking revealed in these studies were:

1. Lowered skin temperature of the extremities.
2. The basal metabolic rate was increased following smoking.

3. Smoking increased the heart rates and blood pressure of the subjects studied. "Among the six subjects, the average heart rate before smoking was 69 beats a minute: when the subjects were puffing on standard cigarettes the average rate jumped to 105—an increase of 36 heart beats a minute. Similarly, blood pressure soared an average of 19 points during smoking. In the average subject, the effect on heart rate and blood pressure lasted fifteen minutes or more after the cigarette was finished. Of course, the healthy heart muscle can readily handle the increased loads imposed by faster beats and higher blood pressure; when the heart is healthy, no harm is likely to result from smoking. But in the presence of an organic weakness every added strain is a risk.

*Shall I Become a Smoker* by Arthur G. Steinhaus, Professor of Physiology, George Williams College in Chicago and published by The National Education Association in Washington, D. C., gives one of the main causes for smoking. The cigarette manufacturers want people to smoke. "And they spend over thirty million dollars a year on advertising to tell you so. They say yes with pictures on the back covers of magazines and in Sunday colored comics. Over radio, they persuade you with fine music and crack comedians. Why do they do this? They want to make money—and their methods work. In 1940, Americans smoked 189½ billion cigarettes for which they paid over a billion dollars. The manufacturers cleared over 75 million dollars. Is it any wonder they want you to smoke? The president of the Lucky Strike Company received in 1937 a salary of \$380,976.17. He wants you to smoke. The top twenty-nine men in this company received \$2,360,697.08 in the same year. They make up the advertising claims and push sales."

Since the above was written, TV has been entering millions of homes with the best talent that money can buy to influence people to smoke. Has anything constructive been done to counteract this high-priced advertising?

In *Shall I Become a Smoker* is told how testimonials tell us to smoke. "Magazines show pictures of widely known singers, socialites, movie stars, congressmen, and even athletes and aviators who have been paid from a few dollars to thousands of dollars to say that certain brands of cigarettes never hurt their throats, are mild, and the like. These people want the money or publicity of having their pictures in big

magazines or newspapers; so they merely sign a statement prepared by the advertisers. Perhaps sometimes they sign with their fingers crossed. When Martinelli insisted that reporters stop smoking in his presence they reminded him that he had once endorsed these very cigarettes. 'Yes, yes,' responded the great singer, 'They do not hurt my throat because I never smoke them.' Even the sons and daughters of famous men are useful to these advertisers because many readers are impressed by their names."

One of my former students who is a nationally famous athlete today had his picture in a national magazine recently endorsing a certain brand of cigarette. This in spite of the fact that he is a non-smoker.

"Asked for his testimonial, Jack Dempsey said, 'You could not get me to sign that for ten times what you offer. I do not smoke cigarettes, and never did. Do you think I am going to ask the thousands of young boys who read about me to take up cigarette smoking?' Red Grange and Colonel Lindberg refused to sign testimonials. Thomas A. Edison said, 'Cigarette smoke has a violent action on the nerve centers.' The late Connie Mack of the Philadelphia Athletics said, 'We do everything in our power to discourage the use of cigarettes among our baseball boys.' Madame Schumann Heink, Luther Burbank, Alonzo Stagg, Knute Rockne, Dr. William Mayo, Henry Ford, Gene Tunney, Jesse Owen, Glenn Cunningham, Joe Louis and other well known people have condemned smoking. We rarely hear their views because no one makes money printing them."

Stein Erikson, famous skier, writing to Mrs. Robert O. Denny at Los Angeles as reported in *Ski*, March 1955 stated: "Cigarettes are bad for you, as they keep the wind down, and one of the most important things in this sport is to be able to get enough air. The less the lungs can take, the easier you tire, and the result is less chance to win. Some use tobacco during the racing period, and I think this is wrong."

In 1952, the faculty evaluated Drury High School using the 1950 Edition of the *Evaluative Criteria*. At that time the following was reported to the faculty. "The Health and Safety Committee recommends that smoking be prohibited in the rest rooms on the first, second, and third floors and the boys' and girls' dressing rooms; that the no-smoking rule be rescinded for the boys' room and the girls' room on the basement floor and that suitable containers be placed in these rooms for the cigarette butts, and that the faculty be requested to supervise carefully and regularly the rest rooms where smoking is prohibited." This proposal was discussed at a faculty meeting and tabled for later discussion.

Then on November 14, 1953, the fire chief wrote a letter to the school superintendent in which he said, "Following are some recommendations which I strongly urge be adopted to increase the safety factor in the schools: (1) Smoking be prohibited in the schools while classes are in session."

The Chief told me that he had in mind the elementary schools and probably the word "Control" was better for the Drury High School than the word "prohibited" as used in his letter.

I received a letter dated December 7, 1953 from the superintendent, which read as follows: "The North Adams School Committee, at its regular meeting December 1, 1953, passed the following motion:

That Dr. Patterson be instructed to designate places for teacher smoking during school hours, also, there is to be no student smoking in the building. Some effort should be made to see that this rule of the School Committee is carried out by all members of the high-school staff.

It is my interpretation of this vote that our present rule continue in operation, with students only permitted to smoke outside the building at such times and places as designated by the principal, but that greater effort be exerted by the faculty to see that the "no-smoking within the building" rule is carried out.

The above notice was read to the faculty with the request that it be carried out. Every student before and since who has reported to the principal for smoking was suspended until a parental conference was held. The difficulty was that the students developed ways to prevent being caught smoking. Boys would stand behind the partitions in the toilets and drop the cigarette into the water when anyone entered the room. We knew someone had been smoking, but evidence other than smoke in the room was lacking. The school adopted a "release system" for any student to be out of classroom. This new system has practically eliminated congregating in the rest rooms and has helped to control smoking too.

On January 2, 1954, the fire chief wrote to the superintendent as follows:

After consultation with Principal Patterson and other members of the staff at Drury High School, who are familiar with the smoking problem at that school, I have come to the following conclusions: Smoking appears to be too deeply ingrained a habit to be abolished by a ruling. If we must have smoking, I would much prefer to have it under supervision and in designated areas. Therefore, I believe, that in the case of the high school, it would be practical and reasonable to allow smoking in designated areas under the supervision of the faculty. Sometimes as much as we would like to have perfection it is wise to recognize conditions as they are and adopt the safest course under the circumstances.

I then wrote to the superintendent on January 4, 1954, again in view of the safety of the building that some consideration should be given to the idea of control of smoking as opposed to absolute prohibitions. My letter was as follows:

I have endeavored to carry out the policy of no smoking in Drury High School, having taken this matter up with the faculty, the student government and the fire chief.

We accept the policy of the school committee. However, we believe that the school committee will want to know with what we are in general agreement. We are interested in the control of smoking in Drury High School. From a safety viewpoint we would rather have smoking confined to definite areas—that is, the boys' room and the girls' room on the basement floor. If smoking were permitted in these rooms, every possible effort would be exerted to confine smoking to these rooms. In the evaluation of the high school two years ago, it was recom-

mended that: "Smoking be prohibited in the rest rooms on the first, second and third floors. That the no smoking rule be rescinded for the boys' room and the girls' room on the basement floor and that suitable containers be placed in these for the cigarette butts, and that the faculty be requested to supervise carefully and regularly the rest rooms where smoking is prohibited."

This recommendation is approved by the large majority of the faculty and the student government. I suggest that you talk this matter over with the Fire Chief. The alternatives are to continue as we have in the past or enforce the no-smoking rule without regard to personal consequences. Meanwhile, we shall continue according to the directions in your recent letter.

From the *National Fire Prevention Association Handbook of Fire Protection* we quote the following:

While complete prohibition of smoking is desirable, it is difficult to enforce except in areas where the hazard is obvious to occupants of the building. It is often better to allow smoking in safe places and at specified hours when supervision can be maintained than to run the risk of surreptitious smoking in out of the way places. It is good practice, where smoking is permitted in certain areas and prohibited in others, to mark the respective areas clearly with directional signs pointing to the areas where smoking is permitted.

In February, 1955, we discussed the problem of smoking at a faculty meeting. A committee was appointed to study and make recommendations to improve and control student smoking. The committee prepared these recommendations:

Students may smoke in the boys' and girls' rooms on the basement floor, but smoking for students in all other parts of the building is prohibited. This is recommended for a month's trial—the principal may cancel this at any time during the trial month if circumstances warrant.

1. Definite teachers assigned by the principal to supervise the rest rooms.
2. Principal presents the plan to the students in open assembly.
3. Faculty meeting at end of one month for evaluation.
4. Committee to study and recommend policy on time between periods, studying the desirability of three minutes for changing classes.
5. Faculty check carefully on time allowed to go to rest rooms. Excused to go to rest rooms not to the basement floor for smokes.
6. Proposal is mostly concerned with problems as it concerns inclement weather.
7. Committee present to faculty on Monday, March 7, the above proposals.
8. Secure informal approval of superintendent of schools and the school committee for the above experiment.

These recommendations were discussed by the faculty and adopted with 32 voting yes and four abstaining from voting.

Having received permission for the experiment, I went before the students on March 8, 1955, and told them about this experiment, requested their co-operation, but also assured them of quick punishment for violations.

During the month's trial, we found one cigarette butt in a rest room. One student smoked between the gymnasium and the woodshop and was

suspended and readmitted after a parental conference. One student went down stairs between classes and smoked. He was severely reprimanded. One boy was heard to say, "Heck, its no fun anymore."

The teachers and students were extremely co-operative and the improvement was testified to by many people.

Of course we made the headlines—some good reporting and some malicious and unethical acts by one reporter who tried to stir up friction among school authorities. There was no problem in the school itself. Faculty and students worked co-operatively and in good spirits. On the outside some people tended to become a part of the problem rather than a constructive help in solving this very stubborn problem.

We have heard it said that it is unlawful to smoke in a public building in Massachusetts. The Fire Chief informed me that under the law he has the right to designate smoking areas or prohibit smoking. Once he makes his decision it has the force of law.

Officials in the police department informed us that in Massachusetts youths under 16 years of age cannot buy tobacco or cigarettes under any condition. Between 16-18 they may buy cigarettes with parents' consent. Over 18 anyone can buy tobacco and cigarettes.

Now in view of the evidence presented, I believed that we should start with the smoking problem before the young people come to Drury, and we should start at the source of the trouble. These are some of the things we could do:

1. Parents can take a firmer stand and prevent their children from smoking.
2. Request the police department to enforce the tobacco laws.
3. Request the co-operation of all churches, clubs, and business establishments in prohibiting and enforcing *no smoking* rules.
4. Arrange for an intensified educational program against the use of narcotics.
5. Survey all parents.
6. Request laws against unethical advertising of tobacco, and request our local people to refrain from advertising tobacco.
7. Let us alone in Drury for one year to do as we are now doing until the community can develop an effective program of education and enforcement to cut down on smoking by young people and until the community shows that it really means business. Drury can't do the whole job, but North Adams citizens can.
8. Prohibit smoking.

During the month's trial a minister said in a sermon, "Now that Drury permits smoking, I presume the next stop will be a bar." He told me that members of his church had brought the smoking matter to his attention. He and another clergyman visited a neighboring high school, asked the principal to close his office door, and then discussed the smoking problem. One school board member was active in developing sentiment against the experiment and visited a neighboring high school. No one visited Drury to study our problem.

On April 8, 1955, exactly one month after the start of the regulated smoking experiment, a committee of the faculty and the principal met

with the School Committee to report on the month's experiment. The following is the report made by a faculty member who was the mother of two Drury boys:

I think I speak for a good many parents when I say that we are all anxious for our youngsters to grow up into healthy, happy, respectable citizens.

A general feeling of aggravation in many homes of today is felt because of the sale of comic books, because television programs take the child through his usual bedtime, and because the demand of social activities discourage family get-togethers and form over-all problems of parent-child relationship and obedience. Another major activity of importance in many homes is cigarette smoking by both men and women. In some cases the child is so accustomed to seeing people smoke about him, that, when he starts to smoke and objection is rather feeble, he forms the habit early.

¶ We know that the basic rules of health do not condone smoking, but I hardly believe that many parents light the first cigarette for their child,—but, neither do the teachers! Without a doubt a parent who objects to smoking and is aware of his child's activities could soon tell if his child had been smoking. Needless to say that smoke taints the breath, clothes, and hair, and soon stains the fingers. Evidence of tobacco in pockets and purse is not difficult to find for an interested parent.

Strict parental discipline is almost a thing of the past, in some homes, because the parents don't want to appear "old-fashioned." The failure of some parents to realize that children must learn to obey or take the consequences, leads to a laxity of living that is evident wherever the child goes. Obedience to parental directions can work in two ways. "No" can mean the first step in a secrecy plot, sneaking habits, and a disgruntled member of the family group. "Yes" with restrictions, can lead to better understanding of pertinent problems, and a respect for authority. The average parent of today is called on to permit many things without wholehearted approval of the activity.

Last year in preparation for our exchange trip we called a meeting of the parents of the thirty students in order to discuss certain problems and policies on the trip to Texas. Among the questions I brought up for discussion was, "Do you have any objections to the students smoking on the bus?" Apparently the question did not seem important enough to discuss, and in-as-much as no parent specifically told me that his boy or girl was not to smoke I assumed they had no objections, so I made none.

As a teacher, I want to report that smoking conditions in the high school today are better than they have been in the past ten years. Set standards of actions are preferred among teenagers today. In the majority of cases a student who breaks a rule expects to be reprimanded. If he is punished, he invariably accepts it without question; if he is not, he flaunts his actions and loses respect for authority.

A controlled program with full awareness to both parents and students of the disciplinary measures for any infractions would seem to be the most satisfactory solution.

The principal then presented the following report:

Drury High School has today the best relationship between faculty and students that I have seen in twenty-five years experience as a principal. Our students are conscientiously working to educate themselves. The standardized tests administered last June give evidence of their achievements due to the sincere

efforts of both faculty and students. This situation we should all endeavor to promote and encourage.

The problem of smoking has arisen. Smoking by young people is not new. Parents of adolescents are and have been aware of smoking. We did not bring smoking into the school. It has been there for at least twenty-five years. The problem is with the few smokers. I believe it best to deal with a problem "in the open." There may be problems created through past policies which are more serious than smoking itself. For example, the development of dishonesty, disobedience, underhanded traits, and feelings of guilt.

What I have to say I want to be interpreted as an attempt to analyze the problem. I recognize and support and our teachers recognize and support the policies of our school committee and will endeavor to carry out the policies effectively. I pray that I may think through with you some of the aspects of this problem. In the ten years study and work in North Adams on the problem of smoking, I have arrived at some facts and conclusions among which are:

1. Ten years ago, 123 young men petitioned that the *no-smoking* regulation be discussed and if possible modified. Resentment was manifested.

2. All excepting one infraction of the *no-smoking* rule reported to the principal during the past ten years, and those discovered by the principal were punished by suspension followed by parental conference. The one exception was a veteran over twenty-one years of age who was informed of the rule. His acceptance of the rule corrected him, and he was not suspended.

3. There have been undetected abuses of the *no-smoking* rule. There are ten rest rooms in the building and 800 students. There is one custodian on duty during the time school is in session. All teachers have full teaching loads. This increases the problem of 100 per cent supervision.

4. Opinions of parents, faculty, and students vary from 100 per cent enforcement to modification of the *no-smoking* rule.

5. All members of the faculty, most parents, the principal, and many students do not approve of young people smoking.

6. There is some feeling by some of those same people that, although they do not approve of smoking, and if young people do smoke, they should smoke at home and smoke openly rather than be dishonest and underhanded. As one parent said, "Is it more important to develop honesty or to prevent smoking?"

7. In a panel discussion in 1946, the student council brought out nearly all arguments for and against modifying the *no-smoking* rule which I have heard since that time.

8. Nearly all parents in conference after suspension of students for smoking said they believed the noon-hour permission to smoke at the rear of the school was reasonable.

9. The problem of smoking by high-school students varies greatly from community to community.

10. Not all students smoke and many who do smoke do not smoke in school. We cannot generalize and say all students smoke. Smoking is an individual matter. Many students do not approve of smoking and they feel that the parents do not approve, yet they are being pulled into it by advertising, radio, television, the crowd, and by the example set by the parents and other adults.

11. In a study reported in *School and Society* in 1932, it was concluded that: "Smoking is far from a universal practice among high-school students," and that, "the influence of the school is a negligible factor in relation to smoking by students." Does this have significance for parents, the clergy, police, busi-

nessmen, newspapermen, magazine editors, radio operators, TV station owners, and the community at large?

12. In the *Catholic Education Review* in 1943, the summary of the attitudes of Catholic college leaders place smoking in the same category as gum chewing, slang, and wasting time. Definitely no moral problem is involved. Also, there is no evidence that smoking makes any positive contribution.

13. Scientific data on the effects of tobacco are not conclusive. It is predicted by scientists studying the problem that they will have something definite to report within the next eighteen months.

14. There is no state fire law prohibiting smoking in school buildings. This matter is in the hands of the fire chief who has expressed himself in favor of controlled smoking as a matter of building safety.

15. The state law, chapter 70 section 6, on cigarettes and tobacco restricts the sale and giving of cigarettes and tobacco to any one under 16 years of age and cigarettes to anyone under 18. This places the responsibility on the one who provides rather than the one who receives.

16. During the past month, I found only one cigarette butt in a rest room where smoking was prohibited.

17. During the past month only one student was reported as smoking in a forbidden area. He was immediately suspended and reinstated after a parental conference. There is some evidence of decreased smoking. Testimony by several faculty members was given. One boy was overheard to say, "Heck, it's no fun anymore."

18. The teachers and students have been extremely co-operative.

19. The problem is not in Drury. It is on the outside.

20. The situation is the best I have seen in my ten years here.

In view of the situation as it exists, I feel that we should start with the smoking problem before young people come to Drury, and we should start at the source of the problem. These are some of the things we can do:

1. Request the co-operation of the parents in taking a firmer stand on smoking.

2. Request the co-operation of the clergy, club leaders, business, radio and newspaper leaders in attempting to decrease and prevent smoking until 18 years of age.

3. Request the co-operation of the police in enforcing the tobacco laws.

4. Organize a positive educational program on the use of narcotics soliciting the help of all interested persons.

5. Continue the school committee's rule of "no smoking" or,

6. Continue the present experiment for a period of time until interested citizens of North Adams can develop an effective program of education on the harmful effects of narcotics and of the effective enforcement of the tobacco laws.

Strict prohibition may invite:

1. Lowered morale of students.

2. Aroused antagonism.

3. Disobedience to rules and regulations.

4. A game of wits between faculty and students.

5. Development of deceitfulness and underhanded acts.

6. Denial of educational opportunity through suspension and expulsion.

7. Increased smoking.

8. A breakdown of the instructional program because of conflict over teachers becoming policemen instead of teachers.

Every teacher is assigned full teaching duties. For 100 per cent enforcement we need additional personnel including a female matron for the girls' rooms, who has been requested on at least two former occasions.

I strongly feel that hasty action may increase rather than decrease the problem. I believe that we should continue the experiment until we can develop in our city a preventive program relative to the use of tobacco. This program should begin with the pre-adolescents.

The School Committee voted four to three to continue the ban on smoking in Drury High School except by faculty and other adults who were to smoke in rooms designated by the principal.

On April 11, 1955, I gave the following statement to the faculty and students at an assembly:

I have said publicly and I repeat now that, during the past month, conditions relative to smoking have been the best that I have seen in my ten years here. I thank and express my most sincere appreciation to you, the faculty, and students for your splendid co-operation.

It is our civic duty, students, faculty, and parents to abide by the "no-smoking" ruling of the School Committee which is the constituted authority in North Adams on school policies. If anyone feels that the policy is wrong, he must obey it, which in effect is law, until the policy is changed through regularly constituted procedures. This is the American way. To do otherwise is to be unlawful, a poor citizen, and a rebellious person.

On May 10, 1955, the Massachusetts Department of Education and the Massachusetts Secondary-School Principals cited Drury High School students for their good citizenship. We have already demonstrated good citizenship which has been recognized by these two state groups. Let's continue to deserve such fine public recognition.

The students accepted this statement and the policy of the School Committee in good spirits. There was no aggressive reaction. Everyone appeared glad to have the issue settled. I can now report that none of the expected harmful reactions occurred. Two months later, in June, 1955, a student's comment appeared in the graduation issue of the *Academe*, the Drury student magazine, which sums up our thoughts at this time:

The smoking rule which was put into effect at Drury and which was carrying on very well was banished by the school board a few months ago. Now there is no smoking at all to be done in the school or on the campus, except during lunch periods where designated places have been assigned. As yet we have heard of no one breaking the new rule and hope it will stay that way.

I am proud of the way the faculty and students have accepted their responsibilities. There have been four violations in four months, four suspensions, four parental conferences, and four readmissions. I believe it was necessary to go through some of the procedures reported in this article to get a satisfactory solution to the smoking problem. Ten years ago many students were excited and felt strongly about the strict rules. Now, the students are co-operative and are really making the "no-smoking" rule work. The faculty has assumed vigilant supervision of the building. The "smoking problem" no longer exists in Drury High School as it did ten years ago.

## Social Clubs at Southeastern

CHARLES A. DALY

MICHIGAN has a law forbidding fraternity, sorority, and secret society membership to those attending public schools in the state. In spite of the law many high schools have organizations of students that are called fraternities and sororities by those who belong and whose membership is selected in a way that is forbidden by the law. They also have rushing, pledging, Greek letter names, and other characteristics of secret societies.

Various residents of our school community had been telling us through letters and telephone calls that the above situation existed at Southeastern High School. The following are some typical statements. "This is an anonymous complaint. I'm sorry it must be this way, but I don't care to jeopardize my daughter." "I did not want my daughter to join and break the law, but she said all her friends belong." "They have the say in all the activities at the school." "The teachers know what's going on and should do something about it. "Why don't you either revoke the law or enforce it?"

Our usual procedure was to try to get names of those accused of belonging to illegal organizations and then to question them and also call their homes. The students' answers would run like this: "Yes, I belong to a club. We have been friends for a long time. There is nothing secret about it. Its just a social club." The mother when called would reply, "Yes, Mary belongs to a club. They are nice girls. I see nothing wrong with her having meetings with her friends. They frequently meet in our home." Sometimes there would be a statement expressing resentment such as: "When June is in school, I want her to obey you, but what she does after school or at home is my business."

The criticisms and complaints continued to come and our local paper ran a series of articles in which our superintendent of schools and the board of education came in for a share of criticism. The high schools of Detroit had required and still require each entering student to take home a copy of the law forbidding fraternity, sorority, and secret society membership. He is required to sign and return to his school a statement which says that he would not violate the law. A parent also signs to the effect that he knows the law and that his son or daughter has truthfully signed the statement.

This has been done for six years, but did not seem to be sufficient; so we at Southeastern appointed a faculty committee to consider the mat-

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ter and to make a recommendation. At a well attended meeting of the mothers club the problem was gone over carefully. They discussed it for the balance of that meeting and during all of the following. The result was that they appointed a committee. Then we asked for volunteers from the students and had a students committee. We now had three groups considering the problem. They meet frequently over a period of a year, sometimes separately and sometimes together.

The three committees finally developed and agreed on a plan of which the entire faculty expressed their approval. Typed copies of this plan were given to all students in March 1955, and they were requested to bring back a parent's signature acknowledging its receipt. We wanted all students and all parents to know about it. Not only those who approved of the student out-of-school organizations but also those who disapproved of them. The plan is reproduced below.

#### SOCIAL CLUB ORGANIZATION OF SOUTHEASTERN HIGH-SCHOOL STUDENTS

**F**OR the benefit of the young people of Southeastern High School who desire to belong to a social club that is not sponsored by a church, YMCA, or similar organization, and in order that such membership may not violate the state law that prohibits public school students from belonging to fraternities, sororities, and secret societies, the following plan is presented:

Social clubs composed of Southeastern High School students shall not call themselves sororities or fraternities or have a Greek letter name. There shall be no rushing or pledging for new members. There shall be no selecting or voting for new members. New members shall be eligible to join a club when the membership falls below the number established for that club. Each club shall have at least three parent sponsors.

On or before October 1, and March 1, each year, every club secretary shall send to the social club adviser a list of members, a list of officers, a schedule of meetings, the names and addresses of parent sponsors, and a statement as to the number of vacancies that exist in his club. On a specified date, students wishing to join a social club must personally present themselves to the school adviser. They will present a signed statement from their parents stating that they may join a social club. The first students who present application blanks will become members of the club of their choice until the club's quota is reached.

Except the posting of names of clubs and their officers and members and the handling of membership application blanks, all the activities of these social clubs shall take place after school hours and away from the school building, and away from any school sponsored event.

The social club adviser shall be appointed by the Southeastern High School principal, shall be responsible for the handling of all membership blanks, and shall be available for consultation with the club sponsors, officers, or members whenever the need arises.

In September a meeting of all students was held in the auditorium. The plan was again explained. The students were told that if they followed the directions those who wished to belong to social clubs outside of school would know that they were not violating the law and that the school would exercise no more supervision than the plan made necessary. They were told that when in school they must act as members of the entire student body and not as members of a social club. To be recognized by the school, clubs must not call themselves sororities or fraternities or use Greek letter names. There is nothing in the Michigan law forbidding Greek letter names, but the public commonly associates these letters with sororities and fraternities. Since the law forbids "secret societies," the plan called for each group to submit a list of members, a list of officers, a schedule of meetings, and the names and addresses of their three parent sponsors. Also we asked for their by-laws and constitution if they had such.

The problem of deciding how these clubs could obtain new members gave considerable difficulty. The law says: "A public school fraternity, sorority, or secret society as contemplated by this act is hereby defined to be an organization whose active membership is composed wholly or in part of pupils of the public schools of this state and perpetuating itself by taking in additional members from the pupils enrolled in the public schools on the basis of the decision of its members. ...."

May I repeat the paragraph of the plan that describes the method of selection of new members adopted by the committees. On a specified date, students wishing to join a social club must personally present themselves to the school adviser. They will present a signed statement from their parents stating that they may join a social club. The first students who present application blanks will become members of the club of their choice, until the club's quota is reached. Miss Dorothy Hyne had been chairman of the faculty committee and agreed to become the social club adviser. On October 6 the students who wished to join social clubs presented their applications. These were assigned to the clubs named by them by the social club adviser.

We believe that the plan is operating successfully. Students who wish to form a club with their fellow students outside of school can do so and satisfy the impulses that lead others to join sororities and fraternities. Also under the plan if anything should happen, in school or out, that the school or the public would disapprove, the group doing it can easily be located and corrective steps taken immediately. Eleven clubs exist—nine of girls and two of boys having a total membership of 225. We believe that no other out-of-school organizations exist. Judging by remarks made by students, they like the plan. Of one thing we are absolutely sure, complaints of irate parents have ceased to come to the school office.

## Social Development in the Junior High School Curriculum

WILLIAM HUDSON DUNN

EDUCATION is a social process. All educative experiences are psychologically social. They all involve directly or indirectly not only an individual and an environment, but the inter-action of a social individual with a social environment. I realize that this concept is commonly accepted, but relatively few educators and even fewer laymen grasp its full meaning as a *functional* definition. If it were fully understood and made the basic tenet of our guiding philosophy, it would revolutionize our educational policies and practices.

Let us grant for the moment that education is social in its processes and in its goals. Then, it follows, if it is not social, it is not education. What would be the effect of this premise upon secondary education? It would mean that working algebra problems is not education; the memorizing of books about history for the purpose of passing an examination is not education; diagramming sentences, learning long lists of spelling words, and much of the drab "busy work" of our schools is not education.

The individual has no existence apart from his group. Group activity is the beginning, the means, and the end of both conscious and unconscious education. Underlying all human development is the fundamental emotional state of contentment (happiness). The instinctive reactions from birth on are almost exclusively social. Social approval and social conformity become the basic factors in happiness. Even the original emotional states of fear and anger become socially conditioned.

The *social self* is the only true self. It determines the behavior patterns which satisfy us. It is the most important factor in education. The development of the social self is determined by associational activities. The most important function of the school is to help each boy and girl to identify himself or herself with a worthy social self. This is a function which, I believe, is peculiar to the junior high school.

The period when boys and girls are in junior high school is the time between the onset of puberty and full adolescence. This is a period of very rapid growth and maturing. There is no other period in life in

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William Hudson Dunn is Principal of the Shumway Junior High School in Vancouver, Washington. He presented this paper before the twenty-seventh Conference of the Oregon Association of Secondary-School Principals, and it is reprinted with the kind permission of the officers of this State Association.

which such rapid physiological and psychological changes take place. This is the time when he is making some fundamental adjustments, and the tragic part of it is that, if he doesn't make them then, they may never be made. He must adjust to changes in himself, to peers of the same sex and the opposite sex, and he must make a readjustment to adults in his social environment. There is no doubt that this is the most important task that confronts our junior high school boys and girls, and it is a paramount concern of theirs. This, too briefly, is why I say that to help these boys and girls develop a worthy social self is a most important and peculiar function of the junior high school. It cannot wait and it must not be left to chance.

I have stated that education is basically social. Every school is a social situation. Every school abounds in socializing influences. In fact, I presume that most of us follow a similar pattern in providing social opportunities. We all have social parties, assemblies, student participation in the conduct of the school, lunch rooms, athletic contests, *etc.* It would certainly be a waste of your time, and mine, to enumerate them or even to suggest specific ways of conducting them.

I am in my thirty-sixth year of public school administration and my thirtieth in junior high school. In that time I have seen the development of so-called "extracurricular activities" or social provisions from their very beginning, when even music and art were denied a place in the curriculum. The very fact that we have these provisions and that they are a part of the school day is a great advance. However, the past is always with us. Even in our most forward-looking schools there lingers the conviction that the real business of the school is "book learning" and these other things are given a somewhat begrudged recognition.

I believe that our next advanced step is to accord social development its rightful place in the curriculum of the junior high school. Perhaps we could agree that the general function of the modern school is to meet the needs of its pupils. I believe that the greatest need of junior high-school pupils is in the field of social development. It is the most important task they face. It is more important to them than academic proficiency, and the reason is that nature has decreed it. Of what importance is learning if one has not achieved a worthy social self?

In the light of these considerations, let us take a look at our junior high schools. We have well worked-out programs in English, mathematics, social studies, and in many other areas. We have refined the contents and have arranged them in developmental sequence. We have well-developed methods and techniques of guidance and instruction. That is as it should be; but, what do we find in this basic area of social development? How many of us have a planned program or curriculum for social development in which the subject-matter or experiences are planned in the light of definite objectives and in developmental sequences? It is true that we provide for certain activities which, even without conscious effort, contribute to socialization. We have parties

and boys and girls enjoy them and are benefited. However, I believe I am justified in stating that in the majority of our schools there is not a planned program of social development involving definite objectives, developmental sequence, methods and techniques, and a program of evaluation. I do not deny that social growth takes place in all of our schools, but I believe in most cases it is incidental if not accidental.

Now that I have attempted to establish the idea that in our junior high schools we need a planned program of social development which will compare favorably with our planned provisions for intellectual or academic growth, I should like to attempt implementation of this point of view with some more specific suggestions relating to its execution. I hope that in comparing a program for social development to our program for intellectual or academic growth I have not left the impression that I believe we should set up a special or departmentalized provision. Fortunately, in this field we would not be hindered by some of the traditional concepts which interfere with the vitalization of the academic curriculum. Social development like language is a universal need and the growth potential is omni-present in the school. The task, as I see it, is to identify these natural opportunities, incorporate them in a planned program, develop and refine our techniques, and set up evaluative criteria.

First, in the development of such a program, as administrators, we should consciously set about to create an emotional climate in the school which will be conducive to social growth and development. There should be an air of friendliness and concern for personal relations. Each student should feel that he is respected as an individual and liked by his fellow pupils and his teachers. A friendly, informal school atmosphere is the only one in which the adolescent's drive for self-assertion and for free intercourse with other persons in the school can thrive. The boy or girl who is ignored or at best only tolerated is in danger of becoming withdrawn or a trouble maker. It is under such conditions that personalities are warped.

Second, in the development of such a program we should make an inventory of the existing situations in our school which afford an opportunity for social growth under guidance and then plan our procedure.

Third, we should determine what information and understandings are most needed, develop special units of instruction, and decide upon their placement with respect to subject area and grade level. For example, units such as "Understanding Ourselves," "Boy-girl Relationships," and others pertaining to personal-social relationships might be placed in the social studies program. Such units as "Conversation" might be placed in the language arts program. Certain units pertaining to etiquette could be placed in home arts. Units pertaining to sex could be placed in the health program.

Now that we have taken steps to create an all-school atmosphere conducive to social development, identified the situations in the school which provide opportunity for social guidance, provided for the acquisi-

tion of needed information and understandings, we should proceed to develop this "social curriculum." The inventory shows that the social-development potential is everywhere in the school. It is to be found in every classroom, in the corridors, in assembly, at parties, at athletic contests, in the cafeteria, *ad infinitum*.

Faculty committees should be organized for the development of criteria and procedures in each of these areas and activities. One committee would study the social situation in the classroom and develop tentative plans for utilizing the social inter-actions of the classroom for social growth. Another committee might develop a program for social growth through school parties including objectives, techniques, and procedures; another, the cafeteria, and so on.

In all phases of our school curriculum, we should make a dual approach to the problem of child development. Boys and girls have common needs and they have needs which are individual. Often the common needs can be dealt with in groups. Each child has problems peculiar to him. These must be met on an individual basis. Such a planned program as we have been discussing should be based upon the discovered needs of our pupils. There are several methods of discovering these needs. In many cases, planned observation will disclose them. A number of good socio-metric devices have been developed. Every school should use one. The development and application of evaluative criteria is an essential part of any educational program.

In conclusion, I wish to repeat that helping boys and girls to develop worthy social selves is the most important function of the junior high school. Then, for this *most important* function it is our first business to provide the time, energy, and guidance for its discharge. Our junior high school cannot omit or postpone this phase of the program unless our curricula become as sterile and futile as the traditional senior high-school curriculum. If education for associational living is the paramount need of our boys and girls, then we should provide for it first. *First things should come first.*

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**41st Annual Convention**

**National Association of Secondary-School Principals**

**will be held at the**

**Sheraton-Park and Shoreham Hotels**

**Washington, D. C.**

**February 23-27, 1957**

## Guns in Your School

G. E. DAMON

FIFTEEN years ago, a 14-year-old high-school boy walked into my classroom. This young man had a problem, and he hoped he had come to the right place.

"Mr. Damon, I had a birthday last Friday."

"Congratulations, Joe. Do you feel any older?"

"That's what I want to ask you about. My dad got me a shotgun and a box of shells. He said I was old enough now to take care of myself and go hunting, if I was careful."

That boy looked around to see if any of his friends were still in the room, and then leaned over, and said, very confidentially, "If I bring the gun to school tomorrow, will you show me how to *open* it?"

That boy lives in one of the finest hunting areas in America. Deer are so plentiful that, in some areas, two of either sex may be shot on one license. Elk are killed yearly in large numbers, and bears frighten hunters in every way that you have heard. Antelope can be shot within fifty miles of this boy's home, and the prairie provides rabbits and pheasants by the thousands. There are ducks on his farm within a city block of this boy's bedroom. The opportunities for shooting targets and coyotes are plentiful within the boundaries of his farm, and at least six firearms in shooting condition stand in corners in his home—some of them in frequent use. The town of 20,000, in which he went to school, has many skilled shots, and the business district temporarily loses a high proportion of its merchants and their customers on the first day of any hunting season. Very occasionally it loses one permanently. Yet this boy had to go to one of his teachers for directions on how to handle a shotgun; not how to shoot it, just how to open it.

This example represents, I hope, an extreme case. It illustrates to some degree, however, the problem that exists in every community. Boys and girls are still playing soldier with the war souvenirs brought home by their brothers and their fathers, often with fatal results. Birds, tin cans, and telephone insulators are shot at and missed; but the farmers, housewives, and livestock are not always missed with the same wild shot. Closets are still being found with Father's guns standing in the corner, loaded, of course, and bureau drawers are still equipped with handgun and ammunition for that expected burglar, forgetting that they fascinate the youngster who wants reality when he plays cowboy and Indian.

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There are only two ways of combating this misuse of firearms. One is never to let the child see a gun, now or later; the other is to let him see it early in life, and to teach him its proper use. The former method is practically impossible; there remains only one, and that is education.

Many things have been done and are being done to educate more people about firearms. Most of these educational activities are connected one way or another with the activities of the National Rifle Association (NRA). We have in this country today more than 6,000 Junior Rifle Clubs alone. We have many more Senior Rifle Clubs.

#### SHOOTING IS SAFEST SPORT

Thousands of sporadic attempts to do something about gun accidents have been made by aroused and worried citizens in communities of this land. Many of these beginnings have resulted in fine educational programs. Many of them have foundered—foundered on one thing only, the negative reaction of the high-school principal. The first instinctive reaction of many principals of high schools is an almost violent "No" when confronted with a request for space in his building where students and citizens may shoot a rifle or a handgun. His immediate worry is the personal and public liability for possible damage or injury. To bolster his instinctive, negative reaction, he often quotes his insurance policies which do not specifically cover liability resulting from the shooting of firearms on public school property. I want to emphasize one point very clearly: The word "safety" has been and is the paramount word in any logical discussion of firearms on or off school property. Many of you are familiar with the annual publications of the National Safety Council. You will be interested in one statement in particular. "*Rifle marksmanship is the safest sport in school.*" More students are injured playing ping-pong, football, and volley ball than are injured in rifle clubs in high schools. More trackmen are punctured by sharp cinders than are punctured by bullets on the rifle range. In fact, in all the years since 1926 when the National Rifle Association took over the junior rifle activities from Winchester Repeating Arms Company, only three minor injuries have occurred among the thousands of clubs operating since that time. The Junior Rifle Club or the Hunter Safety Program in your school is the safest physical activity you can have.

#### ACCURACY REQUIRES PRACTICE

As a sport, rifle marksmanship is unique; on the surface it appears to be the laziest sport in the world. All you have to do is lie down on your stomach on a mat, point a gun at a target, and wiggle your right index finger one eighth of an inch. Actually, it demands the finest in preparatory training in the development of reaction time, in concentration, in attention to fine details and, believe it or not, in physical endurance. Compared to other sports, some of the records set in the shooting world are fantastic. Judged on an accuracy and skill-performance basis, the shooting of firearms under competitive conditions might well be proved

to be the finest sport we have. Nearly fifty years ago many fine, professional demonstration shots vied with each other for various titles, many of them self-imposed. When your fathers were young men, there were many world experts and world champions in the demonstration shooting field. Among the greatest was Adolph T. Topperwine, who excelled in shooting at aerial targets. In an effort to exceed the many claimants of world supremacy, Topperwine set a record—a record which has never been broken. In Chicago on the lakefront, Topperwine began a demonstration of aerial target shooting that is still unsurpassed. His targets were 11½ inch cubes of maple. In a solid week of shooting, five carpenters were worn out and replaced just cutting targets. His weapon was a .22 rifle; the date, 1906; the shooting time, 12 days; the number of targets shot at, 72,500—tossed by hand into the air—the number of targets hit; 72,491; the number of targets missed, 9. This is an athletic feat unsurpassed in any sport. It involves an accuracy record, or batting average, of .99988. Ad Topperwine, 82 years old in 1951, retired after 50 years of professional exhibition shooting. The other part of Ad's record is equally important: In 76 years of shooting, he never had a single shooting accident.

#### HUNTER SAFETY PROGRAM BEGINS

Six years ago, the State Legislature in New York enacted a law requiring youngsters under the age of 17 years to take and pass a course in safe gun handling before obtaining their first hunting license. The response was immediate; the state game protectors alone could not handle the large number of applicants. The following year, the National Rifle Association was designated as the agency to provide instruction and to issue the certificates of proficiency required. By December 1951, over 7,000 youngsters had been trained. The State Conservation Department reported that, out of 17 hunting accidents involving hunters under 17 years of age, not one involved graduates of the Hunter Safety course. In 1952, New York raised to 21 years the age limit of those who must receive instructions before being issued a first hunting license, and other states were showing interest in New York's program. This increasing demand caused the National Rifle Association to expand its activities. They realized that collaboration with recognized educational organizations was necessary to project this Hunter Safety course on a nation-wide basis. Three departments of the National Education Association were consulted—the American Association for Health, Physical Education, and Recreation; the NEA's Safety Commission, and the National Association of Secondary-School Principals. These four organizations met many times. A revised course of instruction was written, and rewritten, and the course you may now obtain has the endorsement of these four associations. The program has been tried and proved effective in many states, both as a legislative requirement and as a voluntary project of civic-minded citizens.

New Hampshire, in 1953, became the second state to enact hunter safety legislation. Different from New York State, they passed a permissive-type law which provides that a school district may include instruction in the safe and the proper use of firearms, including instruction in game laws and good hunting practices, and may raise and appropriate money for said purpose. The New Hampshire program is under the direction of the physical education division of the State Department of Education. New Hampshire's program has also worked. The 51-day hunting season ended with no shooting deaths for the first time in seven years. The next season was also free of fatalities.

California was the third state to create a state program with a system similar to that of New York. The Department of Fish and Game was and is charged with the program. The State Department of Education has since collaborated in the production of a teacher's manual for use in public schools, and California youngsters may now get their firearms safety training along with their three R's in a school program. New Jersey has a hunter safety law, similar to California's. The Massachusetts hunter safety law provides that a minor between the ages of 15 and 18 years must have written approval of the parent or guardian in order to take the course of instruction in the safe handling of firearms. South Dakota, Vermont, Arizona, Minnesota, Wisconsin, and Connecticut have passed hunter safety laws. Vermont, Wisconsin, and Arizona laws are similar to the New Hampshire plan of public school education. Laws in the other states are more like the New York plan.

The states of Oklahoma, Idaho, and Ohio are going ahead with statewide gun safety programs without legislative motive. The Oklahoma State Department of Education conducted a clinic at the State Teachers College to train school faculty members in the teaching methods utilized in classroom and field exercises. In each case the education and conservation authorities are co-operating to make this training available to youngsters in their states.

In Pennsylvania, several clinics have been held to instruct sportsmen and teachers in the training methods used in the NRA Hunter Safety Program. Similar clinics have been held in Maryland under the sponsorship of the League of Maryland Sportsmen, Inc. New Mexico is training its game wardens as National Rifle Association Hunter Safety instructors in the public schools. No state in the United States is without National Rifle Association Hunter Safety instructors. You may become an instructor in hunter safety by contacting the National Rifle Association on an individual basis if you wish. In several of our territories and even in foreign countries, there are NRA trained individuals instructing youth in proper gun safety training. More than 12,700 public spirited sportsmen have met the requirements for NRA Hunter Safety Instructor certification. Those instructors in turn have trained over 146,200 students.

### DOES A HUNTER SAFETY PROGRAM HELP?

California records for 1953 and preceding years are incomplete, but those available show these facts: Where ages of hunters are known for 1953, 32 per cent of the total casualties involved persons under 16 years of age; also in 1953 six untrained junior hunters were involved in fatalities. In 1953, no trained junior hunter was involved in a fatality. Of the 12,400 untrained junior hunters, 43 were involved in casualties, or 1 for every 290 untrained license holders. In the same period, of the 17,000 trained junior hunters, 3 were involved in casualties, or 1 for every 5,600 trained junior hunters.

The Hunter Safety Program is still in its infancy, but it is growing steadily. Twenty hunter safety bills were introduced in the legislatures of 12 states during the first six months of last year. Your own National Association firmly believes, as does the National Rifle Association, that this program is a distinctive contribution to the public welfare.

Instruction in safe hunting techniques is not the only factor involved in marksmanship training. Another contributing factor has entered the national scene. The American Association for Health, Physical Education, and Recreation, also a department of the National Education Association, prepared a detailed questionnaire on outing activities and mailed it to 28,600 junior and senior high schools and over 2,000 colleges. Answers to the questionnaire have resulted in the appointing of a permanent study committee on both shooting and fishing activities. The aim of this program is to initiate an educational program in schools and colleges with special emphasis on shooting, hunting, fishing, and casting. The program will include appropriate concern for conservation, outing activities, and other related outdoor activities.

### HUNTER SAFETY HAS OTHER VALUES

The following is a brief quotation from the writings of H. W. Cleveland's book, *Hints to Riflemen*:

The use of the gun has been regarded by many as idle dissipation which at best could be looked on as a mere waste of time. Instead of making it a part of every boy's education and instructing him until he became so familiar with the weapon that he could do no harm to himself or to others, the gun has been a forbidden implement in the house, and the boy has had no instruction whatsoever except that which he could obtain in secret. The fact cannot be denied that the craving for shooting a gun is one of the strongest instincts of a boy's nature, and with many it is so strong as to be irresistible. When the day came that soldiers were needed, the ranks were filled with graduates of our free schools and colleges who not only had not fired a gun in their lives but had been brought up with a wholesome fear of gunpowder. How different would have been our situation if every man was trained to the familiar use of a weapon and needed a minimum of training in times of trouble.

This fragmentary quotation from Cleveland is echoed by the bitter statistics of World War II when we discovered to our dismay that the

Daniel Boone psychology of the American boy was no longer with us. We found that less than two per cent of the inductees of our Armed Forces knew how to shoot with any useful degree of accuracy. Cleveland's remarks are no less pertinent in this day and age than they were the year they were written—1864.

The Hunter Safety Course is designed to encourage safe gun handling and to reduce hunting accidents. It presents information concerning the operation of guns, safe gun handling, good shooting, and the hunter's responsibility—all essentials to safe hunting. There is no attempt to teach *expert* marksmanship. This is a subject requiring more study and practice. The purpose of the course is to give a hunter the basic facts which should enable him to avoid hunting accidents. The Hunter Safety Course, in its present form, requires four or more intensive hours of instruction and practice. It is no cure-all for hunting accidents; it does reduce, in a most positive fashion, the number of hunting accidents in every state in which it has been tested and used. Some states have already expanded this basic course to include local hunting and legal problems, and they are allotting many additional hours for instruction.

#### HOW TO START A SHOOTING PROGRAM

Anyone interested in the hunter safety program or in competitive rifle marksmanship for high-school students will get complete information by writing to the National Rifle Association, 1600 Rhode Island Avenue, Washington 6, D. C. This organization offers complete, expert advice on the organizing of junior rifle clubs, the construction and operation of a rifle range, and is the source through which affiliated clubs may obtain, under certain conditions, U. S. Government targets, .22 rifles, and ammunition. A complete competitive program is available to your school.

HUNTER SAFETY teaching materials, texts, and equipment are obtained from the same organization.

Every state has and will have boys and girls who are interested in firearms. Every state now has both deaths and injuries due to the ignorant and careless handling of firearms. Every community can benefit through the hunter safety course and the competitive shooting program which is offered by the National Rifle Association.

## Politics Is Our Business? Of Teachers and Principals, Too?

LUCILE ELLISON

**I**N 1942, the NEA Defense Commission fought and won the battle to exempt teachers from the Hatch Act. Teachers had had political responsibility. Now they were assured full political rights.

The NEA Ethics Committee says, "Anything which keeps teachers from being active citizens, whether it be misguided public opinion or the inertia of teachers themselves, is a barrier to good citizenship education in the schools." The NEA Citizenship Committee, now engaged in trying to promote more responsible political citizenship on the part of teachers, says that politics is the business of teachers:

Every teacher should pay important attention to his right and obligation to influence in whatever way he can, and as every responsible citizen should, the policies under which he lives in this free society of ours. This means an aggressive, informed, and intelligent concern for who is elected, for the issues that are before the voters and their representatives, and for the decisions that are made by government at local, state, and national levels.

How would (do) school administrations react to active participation in politics on the part of teachers? Sharply criticize such action? Regard it with indifference? Welcome such activity?

In one school system where questions similar to those above were asked, every teacher who answered thought that *the community would sharply criticize such action. No teacher who answered had participated actively.* Every teacher who answered said that *the administration regarded this matter with indifference.*

Is that your community? Perhaps not. Many communities and whole states have made great progress during the last decade or so in winning for teachers an influential place in the political life of the community, state, and nation.

However, one of the big keys to the problem of teacher participation in politics has been, and remains, the school administrator. Classroom teachers cannot go far without the backing of the school administration. Neither can go far without the backing of the community through the school board. It is a tough territory that teachers are called on to breach. They need informed, assured professional backing.

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Has your school board ever discussed the question of teacher participation in politics? Do you have a local policy or ruling on it? Does this policy need liberalizing?

For the local teachers' association, the NEA Citizenship Committee has prepared a group of fourteen suggested civic practices. These practices come in a kit entitled, *A Pocketful of Ideas*. In practice No. 7, "Teacher Politicking," the Committee suggests that the local teachers' association promote school board consideration of a teacher's rights as a political citizen. Practice No. 7 lists fourteen pertinent questions for discussion.

Such questions, the Committee suggests, can be discussed by the board at a regular meeting, or members of the board can be invited to a meeting set up by the local education association. Perhaps, says the Committee, this discussion can bring forth a statement from the board upholding the right of teachers to participate in public affairs—a statement that can give teachers support and can help to educate the public on the teacher's place in community life.

Such a project has definite publicity value. It can be used as a lever to stimulate community as well as teacher thinking. The PTA Council and other community groups may be led to the same type of discussion.

In addition to *A Pocketful of Ideas*, which the Committee will send you on request, you may also want to ask for *Opinion 26* from the NEA Ethics Committee and the *Grand Prairie, Texas, Report* from the NEA Defense Commission. To stimulate teachers to exercise their rights and responsibilities, the NEA Citizenship Committee has in quantity for the asking the pamphlets, *Default Is Ours*, and *Quick Quiz on Politics*.

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# The School Counselor's Bookshelf

HERMAN J. PETERS and GAIL F. FARWELL

FREQUENTLY school administrators, supervisors, counselors, and teachers have asked, "What is a minimum list of books for our school professional library which will be helpful in explaining the various phases of guidance and pupil personnel work?" The list given below is representative of many of the excellent books in the guidance field. Other guidance workers select differently.

The basic criterion for selecting a book was judgment as to its adequacy in covering one of the main areas of guidance work. Many schools have a minimum of funds to spend on professional books. Some schools may use a representative set of books as a basic framework for developing their guidance programs.

The *Personnel and Guidance Journal* has been included because it is the official publication of the American Personnel and Guidance Association. One division of the A. P. G. A. is directly concerned with secondary and elementary school guidance workers—the American School Counselors Association. Your state guidance newsletter—such as the Ohio Guidance Newsletter—brings you up-to-date on guidance news, views, personalities, books, and materials. Contact your state supervisor of guidance services for the state guidance newsletter.

## A MINIMUM LIST OF SELECTED READING MATERIALS ON GUIDANCE WORK

1. Anastasi, Anne. *Psychological Testing*. New York: The Macmillan Co. 1954.
2. Baer, Max F., and Roeber, Edward C. *Occupational Information*. Chicago: Science Research Associates, Inc. 1951.
3. Buhler, C. et al., *Childhood Problems and the Teacher*. New York: Holt and Company. 1952.
4. Roeber, E. C.; Smith, Glenn E.; and Erickson, C. E. *Organization and Administration of Guidance Services*. New York: McGraw-Hill Book Co. 1955.
5. Froehlich, C., and Darley, J. *Studying Students*. Chicago: Science Research Associates, Inc. 1952.
6. Hatch, R. N. *Guidance Services in the Elementary School*. Dubuque, Iowa: Wm. C. Brown, Co. 1951.

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7. Hoppock, Robert. *Group Guidance Principles, Techniques, and Evaluation*. New York: McGraw-Hill Book Co. 1949.
8. Humphreys, J. A., and Traxler, A. E. *Guidance Services*. Chicago: Science Research Associates, Inc. 1954.
9. Leonard, Edith, et al. *Counseling with Parents*. New York: The Macmillan Co. 1954.
10. .... *Guidance Handbook for Elementary Schools*. Los Angeles: California Test Bureau. 1948.
11. Olsen, E. G. *School and Community*. New York: Prentice-Hall, Inc. 1954.
12. Robinson, Frank. *Principles and Procedures in Student Counseling*. New York: Harper and Brothers. 1950.
13. *The Personnel and Guidance Journal*—American Personnel and Guidance Association, Inc. 1534 "O" Street, N. W., Washington 5, D. C. Published monthly September through May.
14. Traxler, A. E. *Introduction to Testing and the Use of Test Results in Public Schools*. New York: Harper and Brothers. 1953.
15. Tyler, Leona E. *The Work of the Counselor*. New York: Appleton-Century-Crofts, Inc. 1953.
16. United States Office of Education. *Criteria for Evaluating Guidance Programs in Secondary Schools*. Form B., Misc. 3317. *How to Use the Criteria for Evaluating Guidance Programs in Secondary Schools*. Form B. Misc. 3317-A. Washington 25, D. C.: The U. S. Office of Education.
17. Warters, Jane. *Techniques of Counseling*. New York: McGraw-Hill Book Co. 1954.
18. Williamson, E. G. *How to Counsel Students*. New York: McGraw-Hill Book Co. 1939.
19. Your State Guidance Newsletter.

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## Qualities of a Good Coach

HARRY M. RICE

THE FIRST quality that I look for in a coach is his professional ability as a teacher on the staff. He is a teacher first and then a coach. Teaching is of primary importance whether it is in the classroom or in an athletic sport. This does not mean that coaching is of lesser importance than classroom teaching nor that classroom teaching is of secondary importance to coaching. It means that the school curriculum encompasses both academic learning in the classroom and athletic learning in the various sports.

The athletic program is part of the educational program; it may be considered as a subject taught and one from which educational experiences are derived by participants, both contestants and spectators. *More precisely, the athletic program is part of the physical education program.* The objectives of the athletic program must be in harmony with the objectives of physical education just as the objectives of physical education must be in harmony with the objectives of secondary education. The athletic program then is as much the responsibility of the principal as is the instruction of any other subject. The relationship then of the coach with the staff should be consonant with the highest level of the teaching profession. He is a teacher first, and then a coach.

The next quality that I look for in a coach—does he know his subject sport for which he is an applicant to coach? What participation has he had in high school, college, or professional? Experience as a player, although not always a requisite for successful coaching, establishes confidence of professional colleagues, the students, and the community that the coach knows his subject. To have played the sport with reasonable success, to have experienced being coached as a participant in the sport, and to have earned the praise and recommendation of his coach as a worthy candidate for a position of leadership in coaching is a first step of primary importance in being considered for a coaching position on my staff. Knowing your subject sport by being an outstanding player will not of itself insure success as a coach. Just as a teacher may know his subject well, but may flounder in putting it across to his pupils, so may a successful college star in athletics be out of field in coaching unless he can adjust from the player role to the role of the teacher. This then leads me to the priceless talent of all human beings. Some of us have attempted to describe it, but few of us are able to define it completely. It is known as *personality*.

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Harry M. Rice is Principal of the Bloomfield High School in Bloomfield, New Jersey.

The personality of the teacher determines in a large measure the quality of a good teacher. The personable coach has qualities that attract boys to respect his personality, to be loyal and seek his approbation in doing their best. They have faith, confidence, and abiding loyalty in his teaching. There are various ways that coaches may build up *esprit de corps* in the boys they coach. Scholastic eligibility, physical conditioning, training rules, rules of the sport, moral and spiritual values, code of dress and pupil conduct, and loyalty to the team and the school are all primary in the teaching of a successful coach. He may win athletic contests, but, if he fails in these fundamentals of teaching, the true and proper perspective of values in life are lost indeed.

The rules of training and standards of conduct should be drawn up and explained by the coach to his boys. A personal letter from the coach to the boys and a letter to the parents is one way to get across understanding of what the coach expects in his sport. A more personal approach is for the coach to visit the homes of his boys and meet their parents face-to-face and answer the parents' questions about the policy and organization of the sport. Reassurance to the parents that the best interests of their son are first in the coach's mission goes a long way to projecting the personality of both the coach and the school and community he serves. All this takes time, effort, and faith. But the person in the coach, just as the person in the teacher, can only be known by such demonstrations of personality.

Finally, a basic quality that I look for in a coach is character. It is of first importance in the profession of teaching. "Character is what we are; reputation, what people think we are." *A coach is in a position to have a stronger influence for good in the lives of his boys than any other staff member.* The first test of character in athletics is that rules of eligibility for participants shall be strictly adhered to. The participant in the sport must meet all requirements to enter the sport. The coach will not compromise with rules and regulations, such as smoking, drinking, gambling, *et al*, in clearing players for his sport. Players who are in danger or risk of a physical injury being aggravated are not permitted to participate in the sport unless cleared by the team physician. Conduct unbecoming a player, foul and abusive language by a player are not permitted. A coach should never tolerate insubordination in relations with his players. A coach never argues with officials nor demonstrates uncontrolled emotions in the crises of winning or losing an athletic contest. Calmness in victory or defeat is a necessary virtue for a coach to pursue—for its everlasting effect upon the character of the teams and the individual learning experiences it provides for the players and the spectators.

#### HOW SHALL WE EVALUATE OUR COACHES?

I believe in the principle of healthy competition in athletics, as I believe in a free and competitive enterprise system. But we must not evaluate the coach solely on his won-lost record, any more than we would

(or should) evaluate a teacher of an academic subject solely on the number of 500-plus scores his students in any one year received in the College Board Examinations. If we conceive the work of the coach as being that of *education*, then winning athletic contests is only one criterion of success.

Other criteria might well be the coaches' pervading influence in maintaining standards of morality, decency, honor, and courage; in his building self-confidence (with a leavening of humility); the teaching of cooperation, good will, and understanding. As a former social studies teacher, who loved his work, I can see with clarity, too, the unique opportunity, even the inescapable responsibility of the coach to practice and teach good sportsmanship, which is an essential ingredient in good citizenship. I must face up to my responsibility in the teaching of good sportsmanship, but I owe it to plain candor to submit that the coach is the one on the firing line. It is he, primarily, who determines the tenor of sportsmanship in his players—and the spectators. When the coach walks out on the field, or the basketball court with his boys, he is *the school*. When he sits on the bench, and lives through a decision which he believes is incorrect, he is *the school*. None of us in the schools stands so often in the white floodlight of publicity as the coach. It's good to win, *but it is what the coach is that is important*. You all remember with me, "Your actions speak so loud that I cannot hear what you say."

In conclusion, then, these four qualities are attributes that I look for in a coach:

1. He is first a teacher, then a coach.
2. He knows his coaching sport; his experience as a player and a coach is demonstrated by his leadership.
3. His personality pervades the sport he coaches and sustains an abiding interest by the staff, the students, and the community.
4. His character is subscribed to in both playing the sport he coaches and the faculty he is a part of by the students, both contestants and spectators.

The philosophy of a good coach should be, "*A game worth playing is worth winning fairly.*"

## The Granting of Different Types of High School Diplomas

WILLIAM D. MULLIN

**T**HIS school grants five different diplomas upon the successful completion of four years of high-school work; namely, the academic, commercial, vocational home economics, vocational agriculture and the general course.

The basic course requirements in Pennsylvania are maintained as the bases of subjects taught in each course. This is the framework of each student's four-year curriculum. The student has the choice of selecting the course which best suits his needs, ability, and future plans. Once the course selection is made, further subject specialization is permissible. There are constants and variables in each year and each course. This permits a student who is mathematically minded in the academic course to take four years of mathematics, another student to take four years of science, and another four years of social science. The commercial course provides the basic state requirements with specialized business subjects. This is likewise true of the vocational courses. This makes for flexibility in the selecting of subjects in a given course. It calls for a well-developed guidance program and a well-informed faculty on problems pertaining to the program of study.

We feel that the course pursued and the diploma granted is one of the many places where specialization and differentiation takes place. It is apparent, since practically all the teenagers attend high school at some time in their lives, that the curriculum should provide for all these youths. They will vary in intelligence, skills, special talents, general abilities, efforts exerted, and achievements attained. They come from all strata of society. Some are better suited to pursue the academic course, while others the commercial, and still others the vocational courses.

It is true the degree of difficulty in acquiring certain diplomas varies, but this holds true in the granting of degrees in colleges, between colleges, and in real life. Occupations in real life vary in difficulty in making a success. It is time to inform the public that some courses and subjects are more difficult to achieve promotion and success than other subjects.

The specialized diploma adds incentive to certain students and permits them greater freedom in attaining the optimum level of their in-

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William D. Mullin is Principal of the Mount Pleasant High School in Mount Pleasant, Pennsylvania.

telligence. We believe that our program is so adjusted and administered that it meets the individual needs and differences so that each boy and girl will find it desirable and valuable to complete their high-school education. Our program is received and accepted wholeheartedly by this community. The program of study of the Mount Pleasant Township High School follows:

## PROGRAM OF STUDY

*Academic or College Preparatory Course*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>REQUIRED</b>			
English I Algebra I Civics and Pa. History Phys. Educ. and Health	English II Amer. Hist. Pl. Geometry Phys. Educ. and Health	English III College Chemistry Phys. Educ. and Health	English IV Problems of Dem. Phys. Educ. and Health
<b>ELECTIVES</b>			
Art I Science I Latin I Band	Art II Latin II Biology Spanish I Ind. Arts II Band	Art III Alg. and Solid Geo. World History Spanish II Ind. Arts II and III Journalism I Band	Trig. and Algebra Physics Journalism II Ind. Arts II and IV Typewriting Band
Total: $4\frac{1}{2}$ or $5\frac{1}{2}$ cds.	Total: $4\frac{1}{2}$ or $5\frac{1}{2}$ cds.	Total: $4\frac{1}{2}$ or $5\frac{1}{2}$ cds.	Total: $4\frac{1}{2}$ or $5\frac{1}{2}$ cds.

Two years of a language are required. Electives in the academic course should be selected with great care. Study the college catalog of the university of your choice. *Required:*  $12\frac{1}{2}$  credits to qualify as a senior. ( $17\frac{1}{2}$  credits for graduation.)

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## COMMERCIAL COURSE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>REQUIRED</b>			
English I Civics and Pa. History Science - Boys Home Ec. - Girls Phys. Educ. and Health	English II Amer. Hist. Biology Exploratory <sup>1</sup> Phys. Educ. and Health	English III World History <sup>2</sup> Shorthand I Typing II Commercial Law Phys. Educ. and Health	Business English Shorthand II Bookkeeping Off. Prac. and Math Sales and Ec. IV Phys. Educ. and Health Prob of Dem. <sup>2</sup>
Total: $4\frac{1}{2}$ or $5\frac{1}{2}$ cds.	Total: $4\frac{1}{2}$ credits	Total: $4\frac{1}{2}$ or $5\frac{1}{2}$ cds.	Total: $5\frac{1}{2}$ credits

<sup>1</sup>Business Exploratory course consists of: Shorthand, Bookkeeping, and Salesmanship each six weeks, and Typing, eighteen weeks.

<sup>2</sup>Recommended

A grade of 80% must be earned in all commercial subjects to qualify for a commercial diploma. (17½ credits are required for graduation.)

Junior commercial (clerical) will substitute History III for shorthand and senior commercial (clerical) will substitute Problems of Democracy for Shorthand II.

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#### VOCATIONAL HOME ECONOMICS

##### GRADE 9

##### GRADE 10

##### GRADE 11

##### GRADE 12

#### REQUIRED

English I  
Civics I  
Home Econ. I  
Phys. Educ.  
and Health

English II  
Home Ec. II  
Amer. Hist.  
Phys. Educ.  
and Health

English III  
Home Eco. III  
Phys. Educ.  
and Health

English IV  
Home Ec. IV  
Phys. Educ.  
and Health

#### ELECTIVES

Art I  
Science I  
Algebra I  
Band

Art II  
Biology  
Band

Art III  
World History  
Prac. Chemistry  
Journalism I  
Spanish II  
Band

Prob. of Dem.<sup>1</sup>  
Art IV  
Journalism II  
Sales and Econ. IV  
Senior Science

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Total: 4½ or  
5½ cds.

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Total: 4½ or  
5½ cds.

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Total: 4½ or  
5½ cds.

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Total: 4½ or  
5½ cds.

Three years of home economics are the minimum requirements for a home economics diploma. (17½ credits are required for graduation.)

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#### VOCATIONAL AGRICULTURE COURSE

##### GRADE 9

##### GRADE 10

##### GRADE 11

##### GRADE 12

#### REQUIRED

English I  
Civics and  
Pa. History  
Science I  
Agriculture I  
Phys. Educ.  
and Health

English II  
Agriculture II  
Amer. Hist.  
Biology  
Phys. Educ.  
and Health

English III  
Agriculture III  
Phys. Educ.  
and Health

English IV  
Agriculture IV  
Phys. Educ.  
and Health

<sup>1</sup>Recommended

*ELECTIVES*

Art I Algebra I Band	Art II Band	Pract. Chemistry <sup>1</sup> Journalism I World History Band	Prob. of Dem. <sup>1</sup> Journalism II Sales and Econ. Senior Science Band
Total: 4½ or 5½ cds.	Total: 4½ or 5½ cds.	Total: 4½ or 5½ cds.	Total: 4½ or 5½ cds.

Three years of agriculture are the minimum requirements for an agricultural diploma. (17½ credits are required for graduation.)

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## GENERAL COURSE

## GRADE 10

## GRADE 11

## GRADE 12

*REQUIRED*

English II Amer. History II Phys. Educ. and Health	English III Phys. Educ. and Health	English IV Phys. Educ. and Health
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*ELECTIVES*

Art II Biology Home Economics I, II Agriculture II Industrial Arts II Spanish I Band	Art III History III Commercial Law Journalism I Practical Chemistry Agriculture III Spanish II Ind. Arts II, III Band	Art IV Prob. of Democracy <sup>1</sup> Journalism II Sales and Econ. IV Senior Science Agriculture IV Home Econ. III, IV Ind. Arts III, IV Band
Total: 4½ credits	Total: 4½ credits	Total: 4½ credits

Agriculture with project and home economics with project are two-period subjects and are two-credit subjects. (17½ credits are required for graduation.)

<sup>1</sup>Recommended

# In Pursuit of Public Relations

VEARL L. ROOT and THELMA F. SHEW

IN THIS age of growing school populations when school authorities more and more frequently call upon their communities to float bond issues, it becomes increasingly imperative to activate the phrase "public relations." Combating uninformed or unjustified criticism of schools is everybody's job; even the pupils in Boulder, Colorado, have accepted the challenge and in one school, Base Line Junior High School, the student council has successfully conceived and executed the following ingenious plan.

## BACKGROUND OF THE PLAN

A new building was to be occupied in January of 1954. Many of the problems inherent in a mid-year move were delegated to the student council; many responsibilities of being in a new building fell to their realm. Serving as guides at the open house, for example, entailed their thorough acquaintance with the entire physical plant and with a wealth of background information which the casual pupil would have no access to or interest in. Pride in their new building was constantly at odds with resentment toward the adverse criticism inevitable from the displeased taxpayer. Thus the council was encouraged to devise its own scheme for combating such judgments as "luxury school," "frills—all frills," "country club," etc.

## A GUEST A DAY

The council set up a committee to work out the arrangements for a guest-a-day plan. After briefing the faculty and orienting the council members on their duties as host of the day, the scheme has functioned automatically and expeditiously.

*Selection of Guests*—A guest is selected at random from the telephone directory for four days of the week. Thursday is "special guest" day, the person being selected by the committee, the principal, the adviser, or a faculty member. Such a guest is selected for any one of a number of pertinent reasons: he criticizes the schools or teenagers adversely and vocally; he has rendered service to the school; he is a potential friend of the school; he may be a city official, member of the schoolboard, etc., who is interested in seeing the operation of the school and, in turn, is a key person for the students to come to recognize.

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Vearl L. Root is Director of Student Activities and Thelma F. Shew is a Teacher of English in the Base Line Junior High School, Boulder, Colorado.

*Notification*—The committee calls the guest by telephone; briefly explains the plan; clarifies his capacity as guest in the school; and makes the appointment for a particular time, giving the name of his host. Then the chairman notifies the council member scheduled for that day who his guest will be; he in turn notifies the teachers from whose classes he will need time.

*The Visit*—The council member meets his guest; asks him to sign the guest book, giving his occupation and date of visit; escorts him through the lunch line and to the faculty table where the host must make whatever introductions are called for.

Before or after lunch, at the convenience of the guest, he is taken on a tour of the building. He may visit in any classes he desires; he may be introduced to the teacher and the class or, if it would obviously be an interruption, he is encouraged to observe from the sidelines.

*Objectives*—The objectives of the guest-a-day plan are thus set forth by the council: to acquaint townspeople with the new building; to help neutralize unjustifiable propaganda concerning the cost and elaborateness of the building; to give the citizenry an opportunity to see teenagers at their work and, possibly, counteract criticism of them; to counteract the criticism based on a lack of information that the curriculum is too heavy with social offerings at the sacrifice of the three R's; and to bring to the students some of the people in the community whom they should know and recognize.

#### EVALUATION

At best, an evaluation of a plan like this is elusive. Remarks of the guests offer the only immediate criteria, and social etiquette presents its own limitations. Thus far, the comments have been overwhelmingly in praise of the building, the operation of it, and the students at work within it. More tangible benefits are the resultant assembly or class lectures, capitalizing on local talent thus introduced to the school, and a general broadening of the perspective of the school program for both students and the townspeople.

#### MARK THIS DATE ON YOUR CALENDAR

41st Annual Convention

National Association of Secondary-School Principals

will be held at the

Sheraton-Park and Shoreham Hotels

Washington, D. C.

February 23-27, 1957

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## The Book Column

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### Professional Books

ALEXANDER, W. M., and P. M. HALVERSON. *Effective Teaching in Secondary Schools*. New York 16: Rinehart and Company, Inc. 1956. 576 pp. \$5.57. This book is intended to be used as a textbook in courses in methods of secondary-school teaching and as a reference for all teachers in junior and senior high schools who are interested in study and improvement of their work. Part I is devoted to explaining the nature of effective teaching and the critical factors involved. This part provides the theoretical bases of the teaching actions described in subsequent parts. Part II deals with the organization of the classroom environment and analyzes the dynamics at work in the classroom group. Part III describes the techniques effective teachers use in working with groups of learners, both the total class group and small groups within the class, in the classroom situation, and elsewhere. Part IV is concerned especially with the guidance role of teachers as they work with individual learners. Part V presents the specific jobs of teachers in planning instruction and in working for improvement. The organization of the book is designed to help readers appreciate the interrelatedness of different phases of dynamic teaching as well as develop increased understanding of the specifics of each phase.

BARTKY, J. A. *Administration as Educational Leadership*. Stanford, Calif.: Stanford University Press. 1956. 268 pp. \$4.75. This book is designed to supplement or replace the average utopian encyclopedia on school administration. Too often public school administrative theory is an immaculately conceived strategy developed deductively from the assumption that all communities are co-operative, that all teachers are devoted to their profession, and that all children are Little Lord Fauntleroy's. Administration is an applied science which draws its premises from the prevailing culture of society; its laws from anthropology, psychology, sociology, business, and potential science; and its data from school experience. The author of this book tries to present school administration as it is, not as it might be. The text is divided into two parts of ten chapters each. Part I presents theory—drawn from the relevant sciences and from business—which underlies public school administration. Part II shows how this theory works in practice and develops additional hypotheses which have been tested in actual school experience.

BECK, R. H., editor. *The Three R's Plus*. Minneapolis 14: University of Minnesota Press. 1956. 402 pp. Trade edition, \$5; text edition, \$3.75. Do the schools still teach the three R's or are they neglecting these fundamentals? Should boys and girls be made to study things that don't interest them? What's happened to the report card? Have drill and memorization a place in today's teaching methods? What are the basic ideas behind modern education? Questions like these are constantly being asked by parents and other responsible citizens in a sincere effort to learn more about what the public schools are doing and why. Such questions deserve thoughtful and thorough answers that

will provide a basis for realistic understanding and constructive thinking about present-day schools. In this book, educators themselves explain, in understandable terms, the concepts, the methods, and the aims that underlie our public school teaching today.

Thirty-one experts in various aspects of education contribute chapters about their particular fields. The chapters are arranged in sections on: Changed and Changing Conceptions, Subjects and Services, and Issues of Interest. The book explains modern educational philosophy and describes the methods of teaching, as applied to specific subject fields, that are based on these theories. The final section discusses such controversial problems as the financial support of the schools and the role of religion in the public schools.

BEDICHEK, ROY. *Educational Competition*. Austin 2: University of Texas Press. 1956. 521 pp. \$6.50. This book contains an examination of competition as an educational force. It is far more than the history of the University Interscholastic League; it is an evaluation of rivalry as a motivating force in education and of interscholastic competitions as a means of turning to advantage the strong competitive urge present in most human beings.

The thesis of the book, from the first to the final page, is that the paramount function of public education is to give every child an opportunity to develop to the full his capabilities for being a useful, and, therefore, a respectable member of a democratic society and to fit him for happy living and effective participation within that society—in short, for good citizenship. "The desire to excel (rivalry)," says the author, "and the impulse to help (co-operation) are twin motivations chiefly responsible for finally lifting man above the beast in the revolutionary struggle and securing his position there."

In his account of the development of the University Interscholastic League, the author discusses in detail the criteria by which competitions have been selected for trial and how they have been tested, organized, and administered so the time expended upon them would yield the richest returns, judged by accepted educational standards. Significantly, the Preamble of one of the earliest constitutions of the League sets forth in part as its purpose "to foster among the schools of Texas inter-school competitions as an aid in preparation for citizenship."

This league of public schools has fortunately developed in such a way that its activities have been subjected constantly to constructive criticism; it is, therefore, largely the creature of public-school teachers and executives. The hundreds of committee meetings held each year, the two open state-wide meetings, the meetings of the Legislative Advisory Council and the State Executive Committee, and the columns of the *Leaguer* all point their discussions toward one final question: Is it good or bad? Rules, regulations, methods of control, promotion plans, coaching recommendations; in short, every detail of League activities is considered from the standpoint of its educational value for the pupil.

BLAIR, G. M. *Diagnostic and Remedial Teaching*, revised edition. New York 11: Macmillan Company. 1956. 425 pp. \$5. This book has been written in an effort to supply teachers, principals, supervisors, and superintendents with concrete and practical suggestions for carrying out remedial programs in their schools. It is a guide which should be particularly useful to teachers in service at the elementary- and secondary-school levels who need specialized instruction in dealing with pupils with disabilities in the fundamental processes of learning. The book has also been designed for use as a basic text in

courses in diagnostic and remedial teaching which are offered in teacher-training institutions. Part I deals with the problem of improving reading; Part 2 is concerned with remedial work in the areas of arithmetic, spelling, handwriting, and English fundamentals; and Part 3 is devoted to such general matters as how to make a case study and how to prepare for remedial teaching.

The materials for this book have been gathered from many sources. One of the chief of these has been a nation-wide survey of remedial teaching which the writer conducted. Other valuable ideas and suggestions have been gained from working with teachers on problems of remedial teaching in school systems located in various parts of the United States. Much has also been gained from the clinical study of pupils who have been brought to the University of Illinois for diagnosis and treatment.

BOGUE, J. P., editor. *1956 American Junior Colleges*, fourth edition. Washington 6: American Council on Education. 1956. 596 pp. \$8. The number of young people who seek higher education increases each year. Also, the number of older people who seek to continue their education for profit and pleasure increases year by year. The junior colleges of the nation serve more than 600,000 of these serious and eager persons annually. One distinctive feature of junior colleges under public control is that they serve the particular needs of the local communities. A distinctive feature of the independent junior colleges is much in line with services rendered by many senior colleges; namely, to meet the needs of a particular constituency.

The programs of all junior colleges are both traditional and experimental. In fulfilling the traditional functions, they offer two years of university parallel studies. These two years of basic studies make possible educational opportunities "at home" for thousands of youth who otherwise might be denied higher education. Large numbers of these students continue their education in senior institutions and professional schools. In the fulfillment of their experimental functions, junior colleges are constantly inquiring into the needs and are expanding their facilities to improve their educational services. The "definition" of a junior college depends largely upon the definer; hence, the changing statistics on the number of junior colleges from one year to another or from one edition of this handbook to the next. But allowing for mergers and a small number of junior colleges which became senior colleges, the number has been relatively stable for the last several years.

This fourth edition of *American Junior Colleges* contains descriptive exhibits of 531 accredited junior colleges; 51 appear in this handbook for the first time, some of them newly established—mostly public colleges—some of them newly accredited. Accreditation for junior colleges may be by state agency or regional educational association. Most of the states have adopted standards for junior colleges, and give them formal inspection and approval. One of the valuable features of this handbook is the statements of the state agencies at the beginning of each state section. Accreditation by the regional associations is increasing markedly. Of the 531 junior colleges in this volume, 303 have regional accreditation.

In addition to detailed information on requirements for admission and graduation, fees, fields of instruction, student aid, housing, adult education programs, etc., much essential data are given in the appendixes in easy-to-read form: date each school was established as a junior college; control; type (co-educational, men only, women only); enrollment; denominational affiliation; data for each of the 531 schools, checked under 17 major fields of liberal arts

and preprofessional areas, and under 31 fields in terminal and semi-professional areas. Five junior college administrators, well known as authorities, have contributed chapters on the history and philosophy of the movement, present status with up-to-date statistics, trends, and outlook.

BROWN, H. B., and T. L. NORTON., editors. *Faculty Requirements and Standards in Collegiate Schools of Business*. New York: American Association of Collegiate Schools of Business. 1956. 224 pp. This volume is a report on the conference on "Professional Education for Business: Faculty Requirements and Standards" held at Arden House, Harriman Campus of Columbia University, on October 27, 28, and 29, 1955. The Conference was sponsored by the American Association of Collegiate Schools of Business under a grant of funds from the Ford Foundation. It was directed particularly to the discussion of the urgent problem of providing adequate numbers of qualified instructors to meet the imminent sharp increase in student enrollment in our collegiate schools of business.

Participating in the Conference was a distinguished group of sixty representatives drawn from schools of business, other fields of higher education, business leadership, and the major foundations. Included in the present volume is the statement of their findings together with the opening address of President Grayson Kirk, Columbia University, the background papers distributed to the participants before the Conference to serve as the basis of discussion, and the list of participants.

Though the Conference focused attention specifically upon the prospective shortage of teachers as it impends in schools of business, it is hoped that the papers and the discussions as summarized in the participants' findings may contribute to possible solutions of the problem, not only in terms of our particular needs, but also with application to educational areas beyond the boundaries of schools of business.

BURCKEL, C. E., editor. *The College Blue Book*. Yonkers-on-Hudson, New York: The College Blue Book, P. O. Box 311. 1956. 694 pp. \$12. This eighth edition is the most complete work of reference on Secondary and Higher Education in the United States ever published in one volume. It contains over a million facts. The data included, gathered by questionnaire, personal interview, telephone conversation, correspondence, and telegraph, reflect the status of higher and secondary education in the United States as of June 1955. Due to the tremendous influx of information after schools reopened in the fall and the resulting delay in publication in order to include these data, some of the material was revised to reflect the status as of January 1956.

Pertinent data are tabulated in the Main Entry Section under 51 appropriate headings from information supplied by officials of 5,904 institutions of higher education and their subdivisions. Institutions are listed in alphabetical order under the name of the state in which they are located. Consecutive numbers were assigned after they were arranged alphabetically. Data that were received too late to include in the Main Entry Section alphabetically under their appropriate states are to be found at the end of the Section. Arrows in the proper places indicate that such data are published on pages 134, 135, 135a, and 135b. Data about organizations were supplied by their executive officers either in the form of prepared statements, or by making their publications available for the staff writers and editors.

Because so many organizations could be classified under more than one of the 76 sections, a *topical index* is included in the last pages of this volume, to serve as cross-reference and to assure the reader of finding the data he needs, even if he has only a fragment of informations with which to start. Names of organizations are repeated under every significant word in the names, and in many instances by their interests as indicated by their published statements.

Additional cross-references of certain data carried in the Main Entry Section are found in their appropriate Sections. (1) All named institutions (including named divisions of colleges and universities) are listed in alphabetical order in Section 30, page 297. (2) Appropriate sections carry the complete list of institutions according to "type," example: Dentistry, Section 17 (page 249), Agriculture, Section 5, etc. (3) Institutions especially for men are grouped in Section 38 (page 363), and Institutions for Women are listed in Section 76 (page 651). Co-educational institutions are not cross-referenced. (4) All names of administrative officers of institutions are listed in alphabetical order in Section 48 (page 424). (5) Religious affiliations are shown under the names of their churches. See Section 62—*Religion* (page 489). All cross references are made by state and institution numbers as established in the Main Entry Section.

Unclassified data and data received too late to include in their proper Sections are to be found in the back of the book, starting with page 663. Such information is best located by reference to the *topical index*. See the one-page advertisement of this book in the back of this issue of THE BULLETIN.

BUSWELL, G. T., and B. Y. KERSH. *Patterns of Thinking in Solving Problems*. Berkeley 4: University of California Press. 1956. 92 pp. \$2. This study is concerned with the mental operations of a group of subjects during the process of solving a problem. It is concerned with factors that enter into patterns of problem-solving thinking as revealed through tests and recordings of high-school pupils and university students as they attempted to solve six sets of problems. The problems were expressed in arithmetical terms, but the study is concerned with processes of thinking rather than with specific arithmetical outcomes. The purpose of the study was to find whether there are general patterns of problem-solving thinking which characterize sizable groups of individuals, or whether the thinking process is so varied in character that only descriptions of individual thinking can be given.

CAUDILL, W. W. *Toward Better School Design*. New York 18: F. W. Dodge Corporation. 1956. 285 pp. (8½" x 11½"). \$12.75. Here is a valuable book by one of America's top authorities on school planning and design which sums up years of research and study in this important field. Essentially, this book is a commonsense approach to planning and designing school buildings of all types, elementary through college. The main text by Mr. Caudill pursues the thesis that each school building is at its best a working solution to the specific problems which caused it to be built. Although school architectural styles may change, this approach—making school planning a problem-solving process—should remain the same, growing sounder with time and flourishing best when imitated most.

This vital work analyzes these problems thoroughly, penetrates the maze of superficiality involved in school planning, gets to the heart of the matter in a lucid, thought-provoking text. In addition to his own creative thinking the author has drawn from the ideas and works of scores of leading architects and educators. Incorporated with this text are 91 complete case studies, rang-

ing from the design of an easel to the planning of an entire school system, where adherence to the principle of solving the specific problems involved has resulted in better schools which give the taxpayer the most for his money. It is important reading for school administrators, boards of education, architects, parent-teacher groups and other informed citizens in communities faced with school building problems.

*College Admissions 3.* New York 27: College Entrance Examination Board, 425 W. 117th St. 1956. 125 pp. \$3. This is the first volume in the College Board's college admissions series to give special emphasis to secondary-school points of view concerning the transition of students from high school to college. It reproduces in print the third annual Colloquium on College Admissions. While each of the two preceding Colloquia served as a four-day "school for admissions officers," the third numbered among its "students" not only representatives of 64 Board member colleges but also 25 superintendents, principals, headmasters, and guidance officers of secondary schools. Accordingly, the theme of this publication is "The Interaction of School and College." The "teachers" at the third Colloquium, all of whose papers are included in the book, were twelve experts who have had long and first-hand experience with the problems or subjects they discussed.

In unfolding its theme, it appraises present trends and likely future developments in American secondary education, higher education, college admission requirements, and college scholarships, discussing contemporary concerns in the perspective of their past growth and mutual interaction. In the book, school and college officers describe and appraise the present-day secondary-school curriculum according to their viewpoints.

Also included is a section of brief summaries of the articles in all three College Admissions volumes; these summaries are grouped under subject headings to facilitate reference to all the information presented in this series. In general content, *College Admissions 1* provides analyses of population factors and their relation to college planning through 1960 and presents articles that form a complete guide to establishing and operating a college admissions program from the setting of goals and policies through the details of actual administration. *College Admissions 2* defines and analyzes the factors determining which students seek and gain admission to which colleges and offers detailed procedures for evaluating the applicant's promise and solving his financial problems.

**COLLEGE ENTRANCE EXAMINATION BOARD.** *Advanced Placement Program.* New York 27: The Program Director of the Advanced Placement Program, College Entrance Examination Board, 425 West 117th Street. 1956. 136 pp. This Program is offered in the interest of able students in the secondary school to take work on a college level while in high school and thus enter college with advanced standing. It assists in the organization of new college-level courses to be offered by secondary schools. In 1954, there were 532 students in 18 high schools who took 959 examinations and entered 94 colleges; in 1955, the corresponding numbers were 38 high schools, 925 students, 1,522 examinations, and 134 colleges. Advanced courses are now covered by the program, one or more of which were offered by some 80 high schools throughout the country in 1955-56, in twelve fields—English composition, literature, French, German, Latin, Spanish, American history, European history, mathematics, biology, chemistry, and physics. Tests in these subjects are administered each year in May.

The first part of this book describes the program. This is followed by descriptions of the twelve courses now available, with sample questions which are typical of those that might be included in the test. Answers to these questions are also included.

Registration in advance, including the payment of a fee of \$10 per candidate, is necessary. Detailed information on registration procedures, testing dates, examination centers, and all other matters relating to the administration of the examinations is available without cost to students, schools, and colleges in the bulletin of information, *Advanced Placement Examinations*. This bulletin will be distributed at the beginning of the academic year and may be obtained by writing to College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey, or Box 27896, Los Angeles 27, California.

CRESSMAN, G. R., and H. W. BENDA. *Public Education in America*. New York 1: Appleton-Century-Crofts, Inc. 1956. 484 pp. \$5. It is the strong feeling of the authors that the most important part of a prospective teacher's work may well be that of the introductory or orientation course in education. It is not only an opening of the doors to a new and large field of information, but, probably more important, it is also a creator of attitudes; and these attitudes may very well influence all of the later professional work of the student. It is important, therefore, that the course be taught with a sense of the vitality that is inherent in the education of the children and the young people of a democracy. This has been uppermost in the authors' minds as they have prepared the material to be included in this volume. They have sought to present both sides of many issues—issues upon which good and sincere people differ. Certainly there can be little critical thinking developed by the student unless this is done. However, many years of experience in a great variety of educational areas and many years of teaching the first course in education have helped the authors to form conclusions of their own. These are presented without apology and for the critical analysis of the student.

It is their hope that the questions and projects at the end of each chapter will stimulate activity and objective analysis on the part of the student. In practically no cases are there yes and no answers to the questions raised. Each chapter is faced with a brief Preview which gives the student in statement, not outline, form a look at what is to come. The Preview is not detailed but purposely sketches the broad pattern of the chapter. Thus it cannot be used instead of the content itself.

CROW, L. D., and ALICE. *Adolescent Development and Adjustment*. New York 36: McGraw-Hill Book Company, Inc. 1956. 569 pp. \$5.50. Based on the authors' many years of experience in working with and guiding teenage boys and girls, this book will aid the reader in gaining an objective understanding of the developmental and adjustive changes that take place during the growing-up years. Here, the processes of adolescent development are traced; attention is given to the gradualness and continuity of the growth pattern; and the effect of previous childhood experiences upon the behavior and attitudes of young people during the adolescent years is emphasized.

An adolescent's struggles toward maturity are assessed in the light of his cultural background and his personal and social values. Detailed consideration is given to the various frustrations, inner conflicts, and emotional and mental disturbances which teenagers may experience. In the discussion of adolescent delinquency, statements are included concerning prevention, causes, and treatment that represent the opinions of leading national and state citizens.

Some of the daily problems experienced by a young person in home, school, work, and social relationships are also listed and discussed.

The approach throughout is both constructive and functional, thus enabling the reader easily to apply the facts and principles toward the improvement of his relationship with adolescents. The treatment is based upon data from recent study and research, and the comparisons made between the findings of earlier research with present study projects. The results of up-to-the-minute investigations made by leading psychologists and sociologists, as well as by the authors themselves, are presented and their conclusions evaluated.

*Economics in the Press.* Washington 6, D. C.: Council for Advancement of Secondary Education, 1201 Sixteenth St., N. W. 1956. 104 pp. \$1. Discounts, 2-9 copies, 10%; 10-99 copies, 20%; and 100 or more copies, 30%. Popular newspaper and magazine articles that deal with or bear upon economic questions are replete with economic terms. What verbal equipment does economic literacy demand? More specifically, what basic economic vocabulary does the general reader need for intelligent reading of newspaper and magazine articles?

To answer this question, CASE undertook as part of its Study on Economic Education a survey of certain American magazines and newspapers to determine the nature and amount of the economic terminology used therein. An aggregate of 2,332 issues published from 1950 to 1954 of 62 publications selected from five groups—general magazine, general newspapers, farm journals, labor union journals, and company publications (house organs)—was analyzed for economic terms. A list of criteria was set up to facilitate recognition of economic terms. An economic term was tallied and counted only once for each article irrespective of its number of occurrences in that article.

The principal outcomes of the study are five lists of economic terms (grouped under appropriate categories and accompanied by frequency figures) as follows—from the general magazines, 244 terms; from the general newspapers, 459 terms; from the farm journals, 394 terms; from the labor union journals, 351 terms; and from the company publications, 235 terms. Also included is a total of 28 tables presenting pertinent supplementary, analytical, or comparative material. A concluding chapter draws certain general comparisons, contrasts, and conclusions warranted by the data.

EDWARDS, A. C. *The Art of Melody.* New York 16: Philosophical Library, Inc. 1956. 296 pp. \$4.75. For many centuries a single fluctuating tonal line of melody was the sole structural means through which music developed. Music theorists have since evolved intricate techniques of counterpoint and harmony as being fundamental to a comprehensive theory of music. Melody not only preceded counterpoint and harmony but also was the necessary foundation for their inception and development. Consequently, it seems unusual that a basic theory of melody which would apply to all eras and styles of music has received relatively little serious investigation.

The appreciation of a melody is a dynamic and aesthetic experience. This work formulates a system of melodic construction which will unfold the potential of a musical idea according to the basic and enduring principles characteristic of all aesthetic forms. The criteria of repetition, contrast, climax, return, and balance are these structural principles. Their succession and interaction bring about cycles of repose-tension-repose which integrate all of the meaningful and feelingful details of a melody into a complete aesthetic experience.

EHLERS, HENRY, editor. *Crucial Issues in Education*. New York 17: Henry Holt and Company. 1955. 287 pp. \$2.25. This book deals with such problems as loyalty, censorship, religion education, racial segregation, and progressive education. These may be read in any order. Each problem is highly controversial, and it is the editor's hope that opposing viewpoints are fairly represented. Actually, all statements should be considered as hypotheses; i.e., as suggestions or proposals to be examined.

This anthology does not provide clear-cut answers to any of the problems raised. Rather, each chapter presents claims and counter-claims, assertions and denials, proofs and disproofs, conflicting values and rival hypotheses. Such an approach may tend to unsettle the young mind—sometimes to the point of confusion and bewilderment—but it also unsettles the habit of dismissing great issues in terms of verbal generalities or catchword stereotypes. And we should always remember that the human mind is like a parachute—useless until open.

FLORIO, A. E. and G. T. STAFFORD. *Safety Education*. New York 36: McGraw-Hill Book Company. 1956. 335 pp. \$5.50. Although safety education is gaining general acceptance and recognition, corresponding attention has not been given to training teachers for safety education. The authors of this book feel that the safety teacher needs the same special training as instructors in any other curriculum area. This text serves a threefold purpose in preparing teachers of safety education: *first*, it gives the prospective teacher up-to-date information on the safety needs of students, parents, and the community; *second*, it suggests the teaching principles and procedures that can be utilized in the various areas of safety education.

Primary emphasis is given to procedures that will help the students develop responsibility for selecting desirable behavior patterns to meet their individual safety needs. Throughout the text various methods are recommended for guiding students in the formulation of their own safety codes and for providing opportunities for student participation in planning and conducting the school safety program. The book includes the latest information on the safety needs in all areas of living: home, factory, farm, school, community, and man's hours of work and leisure.

FULLAGAR, W. A., H. G. LEWIS, and C. F. CUMBEE. *Readings for Educational Psychology*. New York 16: Thomas Y. Crowell Company. 1956. 512 pp. \$1.95. Most teachers agree that effective learning involves more than listening to lectures and reading from a single textbook. College instructors, like other teachers, try to encourage their students to read broadly and to reflect on this reading. Often, however, they lack the time to choose worthwhile readings from the welter of educational writings. And, when time is found for this task, the selections are not readily available to students. It was with these problems in mind that this book was prepared.

Fifty selections by fifty-seven authors from education, psychology, psychiatry, mental hygiene, and related fields are arranged in three parts—"Learning and Learning Theory," "Understanding the Learner," and "The Learning Situation"—which are subdivided into ten sections. In almost every case the article or chapter is printed in its entirety, with the omission only of bibliographical references.

An interpretive headnote and a biographical footnote at the beginning of each selection serve to set the stage for the reader. In addition, other selections that relate to the subject under discussion are listed by number preced-

ing each selection. If the student follows the careful reading of a selection with careful perusal of the related selections, his breadth of understanding of the topic will be greatly enhanced. Finally, tables correlating the selections with the chapters of twenty-one educational psychology textbooks appear at the back of the book.

GEISER, E. A. *Textbooks in Print*. New York 36: R. R. Bowker Company. 62 West 45th St. 1956. 239 pp. \$1, cash; \$2, if billed. Almost every available elementary- and secondary-school textbook, some 12,000 in all, is indexed by subject, title, and author in this book. School administrators, teachers, librarians—anyone who wants to keep up with what's available in the textbook field—can use this book in solving their book-finding problems. If the search is by subject, it provides a careful subject index, cataloging the books of some 139 publishers under major headings such as art, audio education, business, home economics, language arts, mathematics, music, science, social studies, vocational education, and industrial arts, with many subheads within each major category to help in classifying each text specifically. And, if the search is by author—or by title—there are two additional indices to guide readers to the texts they want. This book representing an expansion over its predecessor, the *American Educational Catalog*, offers the world of education a complete and comprehensive guide to the "tools of its trade"—the thousands of textbooks that await the consideration and evaluation of the teachers and school administrators of America.

GOOD, H. G. *A History of American Education*. New York 11: Macmillan Company. 1956. 578 pp. \$6. The recent rather than the remote past, those problems facing us rather than those which have been solved, are the areas covered in this book. The author deals at greater length with the past 50 years than with the preceding 50, with the past century than with the two earlier ones. He believes recent trends and present conditions are the factors that have greatest bearing upon future action. Chapter titles are: Children in the New World; Upper Schools and Colleges; Liberty and Learning; Experiments in Learning; From Private Schools to State Systems; From Schoolkeeping to Teaching; Expanding Elementary Education; Rise of the High School; The Old and the New South; Colleges for the People; Education as a Profession; Opening a New Era; Practice Versus Theory; Curriculum Trends; Late Pattern High Schools; Advances in Higher Education; Education in Adversity; and Unfinished Work.

GRAY, W. S., and BERNICE ROGERS. *Maturity in Reading*. Chicago 37: University of Chicago Press. 1956. 285 pp. \$5. The achievement of maturity in reading is one of the most basic and compelling intellectual problems of our time. In this volume the authors attempt to define the characteristics of the mature reader and establish a scale for the appraisal of reading maturity. Beginning with a carefully wrought concept of maturity, they examine the reading behavior of adults as an integral part of total personality. Their reading maturity scale is developed from a mass of validating data; methods for its use are fully explained, and its limitations are discussed.

Selected cases, representing varying levels of reading maturity in a cross-sectional study made by the authors, reveal the wide range of adult behavior from the apathetic incompetence of a nonverbal receiving clerk to the masterful skill of a news analyst. These studies show the great complexity of cultural and environmental factors which influence reading behavior today. A part of the discussion here is devoted to the important role of secondary schools, col-

leges, and adult agencies in promoting the highest level of maturity in reading.

GRUHN, W. T., and H. R. DOUGLASS. *The Modern Junior High School*, second edition. New York 10: Ronald Press Company. 1956. 429 pp. \$5.50. Opening with a discussion of the history, philosophy, and functions of the educational program of the modern junior high school, this book then describes nation-wide practices of the present day. Reporting in detail on what is being done throughout the country, the authors also fully explain what should be done. These discussions are not restricted to expressing the authors' viewpoints, but rather reflect diverse, but widely held, opinions. To insure a comprehensive sounding of opinion, guidance bulletins and programs from many schools have been examined and analyzed. The authors utilize the latest research findings in the field, including the ideas and data obtained from numerous recent surveys and from a check-list study of current junior high-school practices. This study covers 370 schools and represents all sections of the country.

The authors have both had administrative experience in junior high-school education, and treat the subject objectively throughout. They have supplemented their own experience by contact—through questionnaires and correspondence—with several hundred school systems in order to locate forward-looking courses of study. While doing research for this book, Professor Gruhn spent several months visiting junior high schools from coast to coast.

A textbook for professional courses on the junior high school, this book will also be of immeasurable value to teacher and citizen study groups concerned with the problems in this educational area. As a source book, it will be relied upon again and again by all who are interested in the program of grades 7, 8, and 9—regardless of the type of grade organization used in a school or school system.

GUILFORD, J. P. *Fundamental Statistics in Psychology and Education*, third edition. New York 36: McGraw-Hill Book Company, Inc. 1956. 577 pp. \$6.25. This practical approach to introductory statistics in psychology and education will acquaint the reader with the assumptions and techniques of statistical analysis and of the methods of test development. Within the limits of a single volume, the author maintains an appropriate balance at a moderate level of statistical instruction that presupposes very little mathematical foundation.

This third edition reflects the changing emphasis in the needs for statistical methods of different kinds and also the rapid development of new, useful methods in the past five years. There is much new material in the area of hypothesis testing and statistical inference. Among new applications of chi square are Bartlett's test of homogeneity of variance and combined tests of significance. Many of the new non-parametric, or distribution-free, tests of significance are included. Additional applications of analysis of variance are described, including the intraclass correlation. A more complete and coherent account of basic theory of hypothesis testing is presented at a simple level. New tables are provided to assist in connection with the added tests of significance, including exact probabilities in connection with chi square for very small samples. The discriminant function is introduced in connection with multiple-correlation methods.

The exercises have been revised throughout, and answers are now provided for all computational problems. Revised *Elementary* and *Advanced Workbooks* are available from McGraw-Hill to accompany the text.

HALL, THEODORE. *Gifted Children, The Cleveland Story*. Cleveland 2: World Publishing Company. 1956. 91 pp. \$2. In the free atmosphere of the major work classrooms of the Cleveland school system, described in this study, the gifted children of Cleveland have been given the opportunity to grow educationally and emotionally at a pace that suits their capabilities. This book, the result of an informal visit to the major work classes, will give parents and teachers an idea of what can be done with the exceptionally bright child. Begun thirty years ago as an experiment, Cleveland's program has become a successful reality, offering to those children with IQ's of 125 and over the stimuli and the atmosphere which make the best use of their capabilities. How one American school system solves a basic educational problem is an important story for every parent and teacher, and for their guidance a detailed outline for developing classes for gifted children, written by Dorothy E. Norris, Supervisor of the major work classes, is included.

HARDING, L. W. *Essays in Educology*. Dubuque, Iowa: William C. Brown Company. 1956. 212 pp. \$2.50. The intent of the editor, in developing this volume, was to help education—not to harm or ridicule it. Teachers need all the humor and perspective they can muster, in these days of strong tensions and sharp attacks on public education. He hopes that there are none so dry or pompous as to resent "Educology." If there are, one's worst fears are realized. If the book is misunderstood, it will have failed in its purpose for those who misunderstand it and for those who must work with them as well.

HENDRICKSON, R. C. and F. J. COOK. *Youth in Danger*. New York 17: Harcourt, Brace and Company. 1956. 306 pp. \$3.95. One million young people will be in serious trouble this year. And by 1960, unless something is done about it, the figure undoubtedly will be doubled. No one is more qualified to write about this grave national problem than Robert C. Hendrickson, until recently chairman of the Senate Subcommittee on Juvenile Delinquency. No punches are pulled in this book. The authors do not hesitate to indict vicious, irresponsible, or merely uninformed adults who countenance or encourage our youthful criminals. In this book they give a full picture of the appalling nationwide conditions that have led to brutal gang wars, teenage abortion rings, and even narcotic addiction in eight-year-old children. What is more, he has the courage to draw the conclusions and make the recommendations dictated by the facts and by his conscience as a citizen and parent. Here is a book of the first importance to every responsible American adult.

HOUSDEN, LESLIE. *The Prevention of Cruelty to Children*. New York 16: Philosophical Library, Inc. 1956. 406 pp. \$7.50. *Part One* describes the conditions of squalor and exploitation under which certain classes previously reared their children. *Part Two* is devoted to a study of present conditions in which parents who have inherited such a tradition continue in a similar way of life. *Part Three* makes practical proposals for the removal or improvement of such conditions and for the avoidance of them in the future. The book is well documented with over four hundred references and contains several appendices of use to the student of social conditions.

IRWIN, MARY. Editor. *American Universities and Colleges*. Washington 6, D. C.: American Council on Education, 1785 Massachusetts Ave., N. W. 1956. 1,224 pp. \$12. This book supplies authoritative advice on what to look for in a college, together with essential facts about the 969 accredited colleges and universities of the United States, Alaska, Hawaii, and Puerto Rico. This book last appeared in 1952. During the four years since the last edition was pub-

lished, the accredited college and university total has grown by 72. "Institutional Exhibits" is the largest section, offering the 969 accredited colleges and universities in carefully detailed descriptions that cover the suggested 19 items to be considered in choosing a college, such as faculty, requirements for admission and degrees, tuition and other fees, size of enrollment, scholarships and other student aid, areas of instruction, library, and housing.

The section "Professional Education" lists by state the accredited professional schools in agriculture, architecture, business administration, engineering, and each of 19 other fields. Thus the student seeking engineering in Indiana will find that he can get it either at Purdue University or at Rose Polytechnic Institute. Or the student who wants architecture in Pennsylvania will find that he can get it at Carnegie Institute of Technology, Pennsylvania State University, or the University of Pennsylvania.

The astonishing growth in enrollments in graduate studies in American Universities during the twentieth century is shown. Here we find that in 1890 there were 2,382 graduate students (1973 men, 409 women); in 1954 there were 280,155 graduate students (195,462 men, 84,693 women). Another table, representing new and exhaustive research, shows the number of doctorates awarded in America from 1861 to 1955 by year, sex, and institution. Columbia leads with 9,711, followed by Chicago 7,291, Harvard 6,597 and Wisconsin 5,971. Still another study shows the distribution of doctorates by subject and institution for the years 1948-55, with 17,646 in the physical sciences coming first, followed by the social sciences with 16,611.

Six chapters on "Education in the United States" by Dr. Lloyd E. Blauch, Assistant Commissioner for Higher Education, U. S. Office of Education, offer useful background information for students, parents, high school advisers, and college leaders. "The Foreign Student in the United States," a chapter by Kenneth Holland, President, Institute of International Education, describes the rapid increase in number of visiting students, reaching a total of 34,232 in 1954-55, and presents a wide range of guidance material for the foreign student in America, or the one planning to come to America.

There's diverse information on many phases of education, including a list of the 10 largest universities in the fall of 1955, as follows:

University of California (all campuses)	38,594
State University of New York (all campuses)	33,623
New York University	31,967
City College of New York	26,426
Columbia University	25,887
University of Illinois	24,129
University of Michigan	23,756
University of Minnesota	23,393
Ohio State University	21,744
University of Wisconsin	20,119

Anybody who has puzzled over "B.Dr.Art.," or the like, will welcome Appendix III, which is on "Degree Abbreviations." It records that B.Dr.Art means "Bachelor of Dramatic Art." The new book reviews the history of academic dress; cites the proper materials, colors, and shapes of gowns; and describes the order of academic processions. The rapid expansion of education facilities in America is demonstrated in the growth of accredited universities and colleges since this book first appeared in 1928. There were 399 institutions in 1928 and 969 institutions in 1956.

JOHNSON, E. S. *Theory and Practice of the Social Studies*. New York 11: Macmillan Company. 1956. 496 pp. \$5.75. The author of this book, as he states, offers "something in the nature of a general education in social studies and, within that context, deals with the teaching of social studies. Each group of chapters and, to some degree each chapter, may be treated as an independent unity. Both the groups and the individual chapters may, however, be viewed in terms of a continuity. Thus both the division and the unity of labor in the art of teaching-learning in the social studies is identified.

Chapters I through IV treat the student and teacher as co-agents in the climate of teaching-learning. Chapter I seeks to set forth a conception of the kind of human being fit for and able to contribute to the making of a democratic society, both of which are good and wise; Chapter II deals with what is called "the therapeutic climate" for teaching-learning; Chapter III treats the facts of permanence (continuity) and change (discontinuity) in human affairs and in the lives of individuals; and Chapter IV discusses what is perhaps the most difficult and vexing problem which faces the teacher of the social studies. Chapters III and IV also provide the context for conceiving the teacher of the social studies in the dual role of priest and prophet.

Chapters V through VII are concerned with a description, analysis, and appraisal of modern society of which every local community is not only a part but, in many respects, a counterpart. Chapters V and VI treat the contemporary community—descriptively and analytically—from various aspects while Chapter VIII undertakes an *ex parte* appraisal of how well our society works.

Chapters VIII and IX discuss general education. Chapter VIII focuses on the problem of the integration or articulation of the various phases of social knowledge and offers a kind of case study of one of the most serious gaps in secondary education; namely, that between "liberal" and "vocational" curricula. Chapter IX seeks to show the relation between the social, humane, and "natural" studies. Chapters X and XI deal with the formation and change of attitudes and their place in the experience of learning. Chapter X conceives of them as the ultimate focus of all the social studies, while Chapter XI shows the middle position of attitudes (taken as synonymous with the making of valuations) between perception and conduct. Chapters XII and XIII describe the method of inquiry and the relation of science to moral matters. Chapter XII defines inquiry and gives three illustrations of its use. Chapter XIII discusses the relation of the method of intelligence to the making of moral decisions.

Chapters XIV through XVII treat on the psychology and the structure of the teaching-learning act, a philosophy of aims, and the task of testing and evaluating. Chapter XIV shows the relation of the method of inquiry to the psychology of teaching-learning, while Chapter XV shows the limitations of the stimulus-response psychology, how the psychology of "the dynamic self" gives structure to the teaching-learning act, and describes the cycle of romance, precision, and romance. Chapter XVI treats the concept and importance of student needs and seeks to offer a general philosophy of aims. Chapter XVII focuses not only on what students learn but also on how well they are taught. A distinction is made between testing and evaluating and the technique and the philosophy of each are treated.

Chapters XVIII through XX are concerned with three phases of teaching-learning which are common to the entire range of inquiries into human affairs. Chapter XVIII deals with what is commonly referred to as "semantics," al-

though that word is not used in the discussion, and with the person-to-person phase of communication. Chapter XIX identifies discussion as the most difficult discussion. Chapter XX deals, through a wide range of illustrations, with what is usually referred to as the transfer of learning. It takes account of the problem of individual differences (as do other chapters) and distinguishes between the affective and effective phases of learning, with which Chapter XIX also deals.

Chapter XXI provides a common matrix or frame of reference for relating the needs of individuals and the needs of society and serves as a preface to the next five chapters. Chapters XXII through XXVI offer and develop, with many illustrations, five perspectives on human affairs. Chapter XXII focuses on the teaching of United States history, world history, and the study of comparative cultures. Chapter XXIII discusses social problems as problems of social policy which, by their nature, involve a conflict of values, and provides a comprehensive outline for teaching about that conflict. Chapter XXIV provides both a general framework for and many illustrations of the teaching of civics, the Constitution, civil liberties, and illustrations of the teaching of civics. The Constitution, civil liberties, and the civic phase of student's group associations are given special emphasis. Chapter XXV sets forth the limitations of economic theory for teaching in the secondary school, and offers an outline for the teaching of the economic approach to human affairs which is adaptable to several grade levels. Chapter XXVI undertakes to bring the geographic and ecological approaches together and illustrates how they may be used in community study.

Chapter XXVII discusses how students may go out into the community by means of field trips and how some important symbols of community life may be brought into the classroom. Among these are motion pictures, the radio, and the newspaper. These symbols are conceived as instances of mass media and are treated, not only as "aids to instruction," but as cultural objects worthy to be known in their own right. Current events and propaganda analysis are also treated. Chapter XXVIII brings the book, full circle, back to a consideration of the democratic character through a discussion of the nature of the disciplines of imagination, precision, appreciation, and synthesis.

*Key Understandings in Economics.* Washington 6, D. C.: Council for Advancement of Secondary Education, 1201 Sixteenth St., N. W. 1956. 82 pp. \$1. Discounts, 2-9 copies, 10%; 10-99 copies, 20%; and 100 or more copies, 30%. Adequately equipping youth to play their part intelligently and effectively in modern economic society constitutes a formidable challenge today to American education. Requisite for economic literacy is a functional understanding of those fundamental economic facts, concepts, and principles needed for making reasoned judgments and sound decisions.

As a part of its Study on Economic Education, CASE undertook to find out what every citizen should know about the economy. The Council did not resort to textbooks or encyclopedias. It went instead to the outstanding people in the economic front lines who daily must worry about and deal with economic affairs. More than 800 leaders in agriculture, business, labor, and education—including economists and teachers of economics—listed the understandings they thought every citizen-consumer should have. Their suggestions came to a total of 10,000 basic economic topics. These were compiled into a composite list of 88 topics, which were then submitted for evaluation to a large number of judges

competent in economics. CASE got 1,045 judgments as to the importance for economic literacy of an understanding of each topic.

The *Composite Evaluated List of Basic Economic Topics* derived as a result of this study presents most of the key understandings in economics and aids those concerned with economic education in answering the vital question of what to teach. Various uses of this list of topics are suggested; CASE itself proposes to use it as the basis for selecting topics on which its staff will build teaching-learning units for economic education.

KIMBLE, G. A. *Principles of General Psychology*. New York 10: The Ronald Press Company. 1956. 408 pp. \$5. This illustrated textbook answers the need in colleges for an introductory book that covers contemporary psychology as an objective, observational science. It is a book that will be found most helpful to teachers and administrators who wish not only to brush up on their knowledge of psychology but also to keep abreast of the latest developments in the field.

Focusing on the methods of modern psychology, and full of experimental detail, the book first introduces the reader to the broad field of study and to basic methodology—including the characteristics and testing of intelligence. It next takes up the subjects of sensation and perception. A third group of chapters introduces the rudiments of developmental psychology and learning theory. In the final section the student is made familiar with behavior dynamics, including psychopathology. It offers preparation to students who plan to major in psychology; yet it is so written that it will be enjoyed by the non-major as well.

Elementary statistical methods are presented as an important tool of the psychologist, and the application of each statistical technique is exemplified by its use in concrete investigations. The student is constantly reminded of the reasoning and procedures and operations which the psychologist employs to get verified results.

Sensation and perception are presented with materials so organized as to permit a variety of approaches at several levels of difficulty. Necessary information about physiology is introduced functionally, in direct connection with the psychological points under discussion. Line drawings, halftones, and suggestions for further reading accompany each chapter.

LOEWY, HERTA. *Training the Backward Child*. New York 16: Philosophical Library, Inc. 1956. 166 pp. \$3.75. This book will prove a guide for the parents and teachers of backward children. The author, whose devoted pioneer work among these handicapped children is well known, aims at developing the personality of each child to his fullest extent so as to enable him to lead as normal and productive a life as possible in the community. For this it is necessary first of all that the home environment should be co-operative. The early part of the book gives advice to parents, and also grandparents, on how they should behave toward backward children in the family.

For the actual teaching of these children, some of whom are classified as "ineducable" by local authorities, the author draws on her own wide experience. She emphasizes the importance of attending to physical defects before proceeding to mental ones and repeatedly states the necessity for working in co-operation with the doctor. Specimen diets are set out for dealing with such common complaints of the backward child as obesity, constipation, and the inability to chew. The inadvisability of giving normal lessons is stressed; and tested methods of teaching by means of games and stories, music and mimic

are described. Many examples are quoted as well as songs and poems which may be learned by the more advanced of the children. In the last section the author gives various case histories, several of which bring up to date those described in her earlier book *The Retarded Child*. In spite of the difficulties experienced, the prevalent theme of the book is one of hope and achievement.

MC CLELLAN, G. S., editor. *Juvenile Delinquency*. New York 52: H. W. Wilson Company. 1956. 183 pp. \$2. In this book the often shocking story of modern teenage crime is analyzed by experts. Besides delving into the assorted reasons which encourage adolescents to rebel against society and authority, this volume shows what is being done to prevent delinquency before it starts and to rehabilitate youngsters who have actually come into conflict with the law. Among the 25 authors whose speeches and articles are reprinted are: J. Edgar Hoover (You Can Help Stop Juvenile Crime); the late Robert Lindner (Adolescents in Mutiny); Frederic Wertham (The Danger of Comic Books); Jacob Panken (Are Parents The Real Delinquents?); Marjorie Rittwagen (Child Criminals Are My Job); Betram M. Beck (What Parents Can Do); Ernest O. Melby (Is Progressive Education to Blame?); and the editors of Life Magazine (Helping Bad Boys).

McDANIEL, H. B., and G. A. SHAFTEL. *Guidance in the Modern School*. New York 19: Dryden Press. 1956. 542 pp. \$5.75. There are many books on "principles" of guidance, yet the student has real difficulty in ferreting out a solid philosophical foundation for guidance services. There are many books on counseling, yet the reader must choose his own "school" in this field. There are books on tests and testing, on child development and youth problems, on occupations and the problems of vocational choice—books which deal with delimited areas only. There are books on administration of a guidance program, which give no clear notion of what is to be administered. There are books which insist that the counselor is a teacher and that "every teacher is a counselor." Other writers see the counselor as a psychologist or a social worker. For some, guidance is a detached clinical service; for others, an all-school service.

More than a quarter of a century of work in this field—as a teacher of young people, as a counselor, and as a teacher of teachers—has given the writer opportunity for observing and testing ideas and practices from many sources. It is his firm belief that there is emerging from the many contributions to the field a workable pattern of guidance principles and practices. A functional guidance program is a whole-school program; it involves the teacher, the administrator, the specialist, and the parent. It belongs to no one discipline, draws upon no one body of knowledge, gives allegiance to no one "school" of theory. The modern school guidance program is truly eclectic. It has profited from the work of dedicated followers of many disciplines.

This book deals with the four aspects of guidance which the writer sees as critical areas of study for the counselor in the modern school, whether elementary, secondary, or collegiate. These areas are the organization of the school for identifying and serving the needs of young people, the systematic study of the individual, the informational program, and the principles and practices of counseling. The book is intended to serve as a basic text for those entering the field.

MERRILL, H. L. *The Science Teacher in Action*. Boston 20: The Christopher Publishing House. 1956. 84 pp. \$2.25. In this volume, the author presents a book of value to both teachers and students of science. A veteran secondary teacher has written, for the aid and direction of new science teachers, a book

that makes it possible for these new and untried instructors to vitalize science courses in an inquiring age.

Secondary-school students often find themselves in classes where they are confined to rote memorization, stereotyped and compulsory subject matter. The area of scientific endeavor is an ideal place to abandon this educational confinement, for, in science, such aspects as problem solving and new interests tend to enlarge narrow limits. If a teacher wishes his students to be at home in the science class, he must teach them certain techniques, methods, and processes to assist them. This book is written especially to help these teachers to reach that enviable goal, a sense of a piece of work well done and the resulting gleam on the face of a secondary-school student. The author feels that scientific experiments may either be the stimuli that start the young person functioning, or they may be the brakes upon the student's enthusiasm. Many purposes or aims are served by these experiments, but the two most important are the provision of learning experience and the focus of attention. When a direct contact between the student and apparatus is made, the learning process seems to proceed almost effortlessly because of the focus of attention.

Mrs. Merrill has written her book around five typical students in any average high school in the country: Susan, a future nurse or beautician, who is enrolled in the chemistry course; Paul, who studied physics and chemistry on the advice of his parents; Ralph, thinking that the physical science class would be interesting, took this new course; Laurie as a sophomore required to study biology; and the fifth student, George, who decided not to take any science at all. It is not, however, merely a story of five young students and the progress each made in their chosen field; but, more so, the difference in the methods of the teachers in directing their classes and the good which each student derives from his particular subject. The importance of making any class as interesting as possible is stressed above all else. Throughout the book, the attitudes of the students toward science are reflected in the way the individual student attends classes and devotes time to the science which each picked as part of the school curriculum.

The author champions the cause of those who elect to remain in the teaching field rather than to enter industry, because she believes in the avenues of physical science can be found satisfactions for alerting modern youth to the challenges of modern times without early discouragement and consequent failure for both the teacher and the pupil. This book is helpful for small schools and for schools where the enrollment is made up of everyday boys and girls not necessarily planning to attend college.

MERSAND, JOSEPH, Chairman, and others. *Problems and Practices in New York City Schools*. Woodside 77, New York: Max Gewirtz, Asst. Supt., P. S. 11, 54-25 Skillman Ave. 1955. 221 pp. \$2. This is the 1955 yearbook of the New York Society for Experimental Study of Education—an organization founded as a forum for the discussion of problems and topics of current interest to educators. This yearbook contains the papers (55 in number) presented at the general and the sectional meetings of the Society. Papers presented include such areas as foreign languages, audio-visual instruction, junior high-school problems, the core program, vocational education, and vocational guidance.

RANDALL, A. W. *Murals for Schools*. Worcester 8, Mass.: Davis Press Inc. 1956. 112 pp. (7" x 10½"). \$5.95. This book offers incentive as well as practical help to teachers using mural making as an art activity in the class-

room. The ideas, methods, and materials are presented from the point of view of the teacher and cover the range from elementary through high school. Divided into five sections and bibliography, teachers will find the large illustrations of classroom murals particularly helpful as sources of ideas. Supplementing the relaxed style of the text are drawings by the author which help to visualize important mechanical aspects of mural making. The author assumes there are many ways to make murals and suggests how local materials, ideas, and conditions can be used effectively in mural projects. He also gives suggestions to teachers which will help them encourage children to express, in their own way, the ideas they have. The emphasis throughout this book is on classroom usefulness, simplicity, and creativity. It offers suggestions for using a wide variety of media, ideas for mural themes, the here's-how approach to use of materials and techniques; and encourages experimentation and sharing creative experiences in this popular art activity.

*Research Quarterly.* Washington 6, D. C. The American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., 1956. (March). 128 pp. \$1.50. This book includes research articles on "A Factorial Analysis of Athletic Ability," "Use of Force-Time Graphs for Performance Analysis in Facilitating Motor Learning," "Physical Education Teachers' Contributions to Guidance in Minnesota Secondary Schools," "Job Analysis of Women Supervisors of Physical Education in United States Public Schools," "Effects of Systematic, Heavy Resistive Exercise on Range of Joint Movement in Young Male Adults," "A Health and Safety Attitude Scale for the Seventh Grade," "Comparison of Attitudes Toward Intensive Competition for High School Girls," "Relationship Between Height, Jumping Ability, and Agility to Volleyball Skill," "Relationship Between Psychological Capacities and Success in College Athletics," "Comparison of Fencers and Nonfencers by Psychomotor, Space Perception, and Anthropometric Measures," "Studies of Little League and Middle League Baseball," and "Metabolic Cost of Simulated Sled Pulling on the Treadmill."

SCHEINFELD, AMRAM. *The Human Heredity Handbook*. Philadelphia 5: J. B. Lippincott Company. 1956. 288 pp. \$3.95. Here in convenient handbook form is a compendium of the fascinating facts about human inheritance, and what they mean to the average man. The author has arranged the material for quick reference, and included new developments and findings in the field of human genetics which are of vast importance to everyone. Here one reads the scientific details about his own inheritance and what can and cannot be predicted about his children. Disease inheritance, sex determination, the "Rh factor," why one looks the way he does, how long you'll live, and what effects atomic radiation may have on human evolution are some of the subjects discussed.

*Schools for the New Needs.* New York 18: F. W. Dodge Corporation. 119 W. 40th St. 1956. 324 pp. (8½" x 11¼"). \$9.75. Today's school buildings possess "differentness" which is much more than a superficial attempt at novelty or newness. As school budgets have been shorn of non-essentials to provide for burgeoning school enrollments, so the school buildings themselves have been shorn of architectural whimsy, gingerbread, and inefficient space. Amazingly, this pressing need for economy has resulted in better schools than were dreamed possible just a few years ago.

In this book, the editors of *Architectural Record* graphically present a stimulating cross-section of new school buildings which best demonstrate today's

sweeping advances in concept and design. These new schools, 66 in all, were selected from all parts of the country to present a wide geographic and climatic variety.

The book is divided into three extensive sections: Cost Studies, Elementary Schools, and Secondary Schools. Each section contains over twenty complete case studies and is profusely supplied with photographs, plans, charts, and diagrams. Such diverse and pertinent topics as comparative costs, expandability, flexibility, maintenance and operating costs, quality values, architectural economics, orientation, and rehabilitation are discussed by the editors.

The reader of this important work, whether architect, school administrator, or layman, will be given a new insight into the problems and solutions of planning better schools at less cost. He will also find the absorbing text refreshingly clear for its lack of the involved technical jargon usually associated with works in this field.

SHANE, H. G., and W. A. YAUCH. *Creative School Administration*. New York 17: Henry Holt and Company. 1954. 576 pp. \$5. This book presents certain viewpoints regarding the nature and functions of able leadership and portrays such leadership in action in the improvement of school living. While theory is explored, administrators and supervisors of elementary schools and junior high schools will find at least equal attention is directed toward specific questions, practices, and procedures which constitute promising suggestions for the solution of concrete problems confronting them in their daily activities. Throughout the book, emphasis is placed upon the fact that creative leadership should be shared and exercised by all individuals concerned with schools; not only by administrators or teaching personnel, but also by pupil's parents, and other citizens in the community. The book is divided into two parts. Part I, composed of nine chapters, deals with the nature and functions of creative leadership; and Part II, composed of eight chapters, deals with creative leadership in action in the improvement of school living.

*Teacher Orientation: Off to a Good Start*. Washington 6: National Education Association. 1956. 24 pp. 50c. To have a new teacher say the words, "I like it here," has always been a satisfying experience for a school superintendent and a compliment to a school system. But, in an era of teacher shortages, the lures of other occupations, and the great mobility of the teaching force, these words have taken on a new ring—become an almost coveted sound. The important role that "getting off on the right foot" plays in this final happy adjustment of the new teacher is described in this book which is the latest publication of the American Association of School Administrators (AASA), a department of the National Education Association. The Pamphlet points out the kinds of help new teachers need, things to be done to give that help, and the people responsible for seeing that such help is forthcoming.

"With some school systems having as high as 30 per cent of their staff new to their jobs each year," says the pamphlet, "helping new teachers get off to a good start has become a compelling administrative problem. The new teacher, whether he or she is a veteran of another system or an enthusiastic youngster fresh from the college campus, finds the start in a new position a trying experience at best. There are so many things unknown about the community, the school plant, the instructional materials, the teachers on the staff, the children, the operational routines, and what the teacher is expected to do and not to do."

Assistance needs to be given at the time it will be of the greatest help to the receiver, not at the convenience and whim of the giver, the new publication maintains. And orientation will not function as a corrective device. It will not be effective in undoing bad first impressions or making up for what has been left undone. The "survival of the fittest" philosophy has never had a respectable place in the teaching profession. The booklet points out that "inevitably teachers who enter school systems with confidence and relative ease are going to do a better job than those who must take weeks, months, or even years to find themselves."

THORPE, L. P., and W. W. CRUZE. *Developmental Psychology*. New York 10: Ronald Press Company. 1956. 676 pp. \$6. This is a textbook for a course in developmental psychology, or human growth and development, whether taught in the department of psychology, in the department or school of education, or in home economics. It presents the essential concepts, research findings, and interpretations upon which an objectively derived developmental psychology must be based.

Using a broad, eclectic approach, this volume emphasizes personal and social adjustments of the individual at increasingly higher levels of development. It reviews recent findings and interpretations of physical, intellectual, emotional, moral, and social growth, with special attention to environmental influences of the home, school, and community. Stress is placed on the developing individual's interests, attitudes, and social activities. Selected quantitative materials and theoretical concepts dealing with such topics as emotion, intelligence, mental health, dynamic needs, personality, and the like are included to provide breadth and comprehensiveness.

Recent findings in developmental psychology have called for the inclusion of topics which have not always been offered in a textbook of this kind. Thus complete chapters have been devoted to psychosexual development, the educational environment, the characteristics of individuals marked by atypical development, maturity as a phase of development, a senescence as the final stage of development. All of the chapters have been organized in such a way as to be concise and selective in their presentation of the topic under consideration. Also, pertinent recent studies from social psychology and cultural anthropology have been related to the discussion.

WHITEHILL, W. M. *Boston Public Library, A Centennial History*. Cambridge 38: Harvard University Press. 1956. 286 pp. \$4.75. Only 100 years spans the growth to full stature of one of the most generally accepted and characteristic features of our daily life—the public library. In the spring of 1854 the Boston Public Library, supported by citizens through their own taxes, opened its doors. Commissioned to prepare the official history of the Boston Public Library, the author here presents a vivid account of the extraordinary people who shaped its policy, the crises and victories of its early years, and the intellectual milieu in which the library took root. Vision, unwavering resolve, and a certain piquancy characterized the founders and administrators. Among them were: that arch-agitator for a library, George Ticknor; the volatile little French ventriloquist, Alexandre Vattemare; and Edward Everett, who left the presidency of Harvard—where turbulent undergraduates convinced him he was "fighting wild beasts"—for the relative calm of the Boston Public Library. The roles played by the Josiah Quincy, father and son; Joshua Bates, Charles Coffin Jewett; and Justin Winsor insured that the opportunity to read would be freely available to all. And the people at once took possession. In

the first five months, 6,590 persons came to the two crowded rooms in the Mason Street schoolhouse, and 35,389 books were borrowed for home use.

The story proceeds through the nineteenth century to our own day, with vignettes of avid young readers and of very important visitors (a much impressed Matthew Arnold among them); with tales of scandals like that *cause celebre*, the nude sculpture "Bacchante and Child," and of doldrums and revivals within the Library. It is a story which makes delightful reading, and one which arouses a justifiable pride—for the Boston Public Library was a pioneer institution in the United States and the world. Not only librarians and Bostonians will enjoy this book: it will be read with interest by any concerned with the diffusion of popular education.

### Books for Pupil-Teacher Use

ANDREWS, M. R. S. *The Perfect Tribute*. New York 17: Charles Scribner's Sons. 1956. 54 pp. \$1.50. This short, moving tale of Abraham Lincoln and the Gettysburg Address has become a classic in the years since its first publication. Few stories have the lasting qualities which stir new and old readers year after year; few stories search deeply into the human heart and catch in a few words a universal emotion. This book is one of these few. Its simplicity and heart-warming tenderness have moved readers ever since its publication half a century ago. Its continuing popularity is proof that its appeal is indeed enduring.

ANNIXTER, JANE and PAUL. *The Runner*. New York 11: Holiday House Book. 1956. 220 pp. \$2.75. This is the story of a young wild stallion and a teenage youth who, together and apart, grew to maturity in the high country of Wyoming. When young Clem Mayfield, better known as Shadow, first saw the band of wild horses in a hidden valley, he instinctively named the fleet roan colt, The Runner. From his experience in training polo ponies on his uncle's ranch, Shadow thought The Runner's speed and agility and stamina might someday be the sensation of track or field—if the wild colt could be tamed. But his dream was not shared by Uncle Nathan, the shrewd New England horse-trader; nor by Dewey Danvers, the wizened ex-jockey who was Shadow's confidant; nor by George Spreycomb, the expert English trainer. Only Poojer, the ranch dog, believed in The Runner as Shadow did, and in his loyal, doggy way he helped achieve a miracle that confounded even Shadow.

ARCHIBALD, JOE. *Full Count*. Philadelphia 2: Macrae, Smith Company. 1956. 204 pp. \$2.75. Larry Kilmer, right hander and ace of the St. Paul pitching staff, seems a sure bet for the major leagues. But his manager, Lou Breem, is ambitious, too, and is trying to ride into the big leagues on Larry's right arm. As the season goes on he drives his young pitcher mercilessly. Larry is already badly overworked when he gets a bid from the New York Metros. But he needs money to bolster his brother's threatened trucking business, and in spite of his fear that his arm won't last through the season, Larry forces himself to the limits of his strength. Jack Gorman, manager of the Metros, sympathizes with Larry's struggle, but when Gorman is fired and replaced by the unscrupulous Breem, Larry knows that his days in the majors are numbered. Breem overworks him again, and the result is what Larry had expected and feared. His pitching arm is gone—probably for good.

ARMSTRONG, W. H. *Study Is Hard Work*. New York 16: Harper and Brothers. 1956. 183 pp. \$2. This book is the outgrowth of a course which has

been remarkably successful in preparing students for college. It is completely different from the usual texts in this field written by professors of education or psychology. The title expresses the author's philosophy—study is hard work, and nothing is gained by deluding the student that it is fun. Most of the text consists of helpful hints about how to develop good study habits, how to organize, how to listen, how to read, how to write, how to prepare for tests. In part the text is inspirational fight-talk, to the effect that nobody can do the work but the student. It deals not with stimulus-response data but with the deep instinct of young people for self-realization, for commitment to an ideal. For the author, studying is a moral matter first of all, a matter of governing the will—of accepting a right purpose and of concentrating one's energies toward its achievement. The student who has learned to enjoy study because he knows how to do it well is prepared in the best sense of all for work in college and for life in the world of men. Whatever helps him to learn how to study well is, therefore, an important contribution to his liberal education.

ASIMOV, ISAAC. *Inside the Atom*. New York 16: Abelard-Schuman, Inc. 1956. 176 pp. \$2.75. Atomic energy and its uses is, of course, the most important question in the minds of all thinking people. Since the final answers to the questions surrounding this subject will have a vital effect on the future lives of our young people, it is important that they should know as much as possible about atomic energy, its dangers, and its future. Dr. Asimov has a great talent for presenting difficult material in a thoroughly understandable way, using homely, everyday, familiar objects as examples and comparisons.

Starting at the very beginning, he explains that everything is made up of atoms, and then goes on to discuss atomic arrangements, atomic twins, atomic breakdowns, atomic lifetimes, atomic bullets, atomic newcomers, and atomic energy. Then, we have a chapter on the dangers of fission, and, finally, a chapter on the future, discussing the good things that can and should result from atomic research.

BARCLAY, ISABEL. *Worlds Without End*. Garden City: Doubleday and Company, Inc. 1956. 368 pp. \$3.95. If you were to take a blank piece of paper with nothing on it but a map of Egypt, you would have a picture of the known world over 2,000 years B. C. at the time of Hannu the Egyptian, the beginning of *Worlds Without End*. And if, as you followed Hannu's expedition to the Land of Punt, you added Somaliland (Hannu's "Punt") on the coast of Africa, you would be charting the discovery of the world's first explorer.

Country by country, continent by continent, the author fills in the map through the thrilling stories of the great explorers. There is Chang Ch'ien, the Marco Polo of China, who set out by command of the Emperor to find a lost people in Mongolia and was gone thirteen years, during which he was captured twice by the Huns and made hair-raising escapes. There are Barents and his band of Dutchmen who in 1596 spent the winter in the Arctic and finally made their way across the top of Europe in open boats. The more famous explorers also travel through the book's pages, searching for gold in the New World, hunting for the Northwest Passage or a route around Africa, or simply following a desire for knowledge of "what lies beyond." These last were perhaps the most inspiring, men like Stanley, called "The Rock Breaker" by the Africans, and Admiral Peary, who set the Stars and Stripes on the North Pole.

BARKER, GRAY. *They Knew Too Much About Flying Saucers*. New York 16: University Books, Inc., 404 Fourth Ave. 1956. 256 pp. \$3.50. The author begins this book with an on-the-spot account of the famed Flatwoods

"monster" which landed in a spaceship and terrorized seven witnesses on a dark West Virginia hillside. What follows is, however, even more amazing, for it is the true, if astounding story of the author's three-year investigation when, fired by the enigma of the Flatwoods panic, he became convinced that flying saucers are real and set out to find what they are.

Many who know the author's professional background might never guess he would write a book like this or investigate what to them might appear to be a ridiculous or untouchable subject. For he is a businessman and an educator. He operates a large theatrical film buying and booking firm in Clarksburg, West Virginia, where he lives.

Mr. Barker became Chief Investigator for The International Flying Saucer Bureau of Bridgeport, Conn., the first world-wide civilian organization which investigated the enigma. The head of that organization found a solution to the saucer mystery; but before he could tell the world, three men in black suits visited him, shut down his organization, and frightened him into silence. He is now able to tell this story after acquiring correspondence files from an Australian organization which was working with Bridgeport on a startling theory that might make public the location of a secret saucer operations base.

**BARROW, GEORGE.** *Your World in Motion.* New York 17: Harcourt, Brace and Company. 1956. 181 pp. \$2.95. The importance of energy has been dramatically brought to our attention in the past few years by the explosions of atomic and hydrogen bombs. But to many of us energy is still a fuzzy and abstract term. We understand its significance in connection with bombs but still have little idea of what it means in our everyday lives. The author, a former science teacher with many years' experience in working with young people, takes the idea of energy and its twin-motion—and shows the part they play in our ordinary activities. In fourteen chapters, such as "Heat, the Great Mover," "The Motion of the Water Cycle," and "Motions Caused by Electricity," he builds up a picture of our world from a new perspective. In a final chapter, "The Motion of Atoms," he explains the principles of atomic energy and tells both how it is used for military purposes and how it can and is beginning to be put to work for peace. In discussing its possibilities for the future, he stresses the responsibility placed on us to use it constructively rather than destructively.

**BEGLEY, J. L., Captain.** *So You're Going in the Army.* Harrisburg, Penna.: The Military Service Publishing Company. 1956. 183 pp. \$1.95. Starting at the very beginning, the prospective serviceman is advised what to do before he departs—how to put his personal affairs in order, what to take with him, and what to leave behind. He is also told something about military customs during his first few days in the service. He is told what he will encounter at every step, beginning with induction, through the experiences at the reception station and, finally, at basic training.

Information on how the new soldier can best adjust himself to his surroundings, his associates, and his work is also given. Then there are tips on customs, courtesies, and training and advice on how to stay out of trouble. The chapters include: Before Entering the Service; From Civilian to Soldier: Basic Training;

Something about a Soldier; The Army Way; Discipline and Military Justice; Help in Need; It's Up to You; Six Months Training Under the Reserve Forces Act of 1955; and a Description of Training Stations and Samples of Legal Forms.

**BERLIN, ISAIAH.** *The Age of Enlightenment.* New York 22: New American Library. 1956. 280 pp. 50c. Presents the basic writing of the eighteenth century philosophers and a commentary on their thoughts, times, and impact on philosophy. A Mentor book.

**BLACKBURN, E. H.** *Land of the Silver Spruce.* New York 16: Abelard Schuman, Inc. 1956. 173 pp. \$2.50. This exciting story of pioneer days in Colorado is different from most pioneer stories because of its emphasis on mining. The plot and suspense are built around a thrilling mining episode. All of the descriptions of life in the "shining mountains" of Colorado and of the mining development are historically accurate. The story is mainly about Gene Howard and his growth as a person. He is a warm, human, and entirely believable character, but so are all the people who are important in his life—even the villain.

**BLANCHARD, D. C. A.** *Nantucket Landfall.* New York 16: Dodd, Mead and Company. 1956. 253 pp. \$3.50. In the winds that sweep the sea-torn island of Nantucket the voices of history can be heard, and amid the tranquil sun-bathed scene of the present lie the relics of the past to pique the curiosity of the visitor—an old candle factory, a brick building bearing the names of ships that precipitated the Boston Tea Party, an ancient house recalling the clash between commoner and aristocrat three hundred years ago in which the grandfather of Benjamin Franklin played a part. The tones of the bell brought from Lisbon in 1812 still recall voyages of whaling vessels to the far reaches of the world. From museum walls, the likenesses of men and women who founded Nantucket and fought for its survival look down, many now resting peacefully in the weed-grown Quaker burying ground but perpetuated by such names as Mayhew, Folger, Coffin, Macy, and Hussey. By 1874 the sea-change of whaling port into summer resort was completed, and a few places have as interesting and varied a tale to tell its summer visitors as this island which has been buffeted by history, even as it has by the intractable Atlantic against which it lies as a bulwark.

**BLOCK, IRVIN.** *People.* New York 21: Franklin Watts, Inc. 699 Madison Ave. 1956. 192 pp. \$2.95. Did you know that deep in the jungle, on the other side of the world, there is a community where the natives provide food for their neighbors even before they provide it for themselves? These same people teach their children never to strike another human being, even in fun. Indeed, there are big differences in the way people behave, even in our own country. A tribe of American Indians had the custom of holding contests to see who could destroy the most of his own property! And there is a country where the men sit home and make beautiful works of art, while the women hunt and fish and make the laws.

**BODE, CARL.** *The American Lyceum.* New York 11: Oxford University Press, 114 Fifth Ave. 1956. 287 pp. \$5. This is a fascinating study of the American lyceum of the nineteenth century, the first major adult education program in the country. The author discusses the beginnings in England of the "mechanics" institutes and then the development of the lyceum movement in the United States, where it received its driving impetus from one man, Josiah Holbrook, and became an institution so peculiarly American. It was, typically, a local citizens' organization, sponsoring lectures as well as other activities—debates, discussions, and readings. The lyceum as an American social institution began in the late 1820s in the great democratic wave of the

Age of Jackson, flourished in the late 1830s and '40s, and withered away in the 1850s under the fire of the slavery controversy and the oncoming Civil War.

At the height of the movement there were 3,000 lyceums, and they were important in American culture principally through the "messages" of the lecturers—on religion, philosophy, and ethics; on social customs and the amenities of life; on science; and on literature and the fine arts. This book describes the various aspects of the growth of the lyceum in New England, the Middle Atlantic states, the South, the Midwest, and the West, and its crystallization into the lecture system. The author talks in detail about the lecture platform which was offered to writers of all sorts—ranging from Emerson and Thoreau to the sorriest hack. Lyceum lecturers included some of the most important names in American cultural history; Nathaniel Hawthorne in the Salem Lyceum, Ralph Waldo Emerson and Henry Thoreau in the Concord Lyceum, Daniel Webster, Louis Agassiz, Horace Mann, Mark Hopkins, Oliver Wendell Holmes, and the Reverend Henry Ward Beecher. A testing place for their productions, the lyceum affected the subject matter, tone, and style of writers. It was generally the place for experimentation and revision and represented an intermediate step in the process of composition.

Along with promoting adult education, the lyceums advocated better public schools and better teaching-training and helped to lay the groundwork for the public library movement. Their influence on politics, education, literature, and general culture made them a vigorous force in American life.

BOYD, J. P., editor. *The Papers of Thomas Jefferson*. Princeton: Princeton University Press. 1950. 700 pp. \$10. This is Volume 2 which covers the period from January 1777 to June 1779, when Jefferson became the second governor of the state of Virginia. He had retired from Congress and had declined a diplomatic appointment to France with the deliberate purpose of remodeling the legal structure of Virginia. Jefferson became a veritable legislative drafting bureau. He drew, or had a hand in, bills for preventing the importation of slaves, for ratifying the Articles of Confederation, for inoculation against smallpox, for establishing a land office and settling the titles of unpatented lands, etc. In addition, he was the principal figure in the critical struggle between the two houses of the legislature on the question of the Senate's right to alter money bills.

During this entire period Jefferson was also at work on the grand project, instigated by himself and known as the Revisal of the Laws. The result was a Report containing 126 bills, submitted in June 1779 and never before included with any degree of completeness in an edition of Jefferson's writings. Indeed, the Revisal has hitherto been only very imperfectly known and studied, though it contains such monuments of Jeffersonian thought as the Bill for Proportioning Crimes and Punishments, the Bill for the More General Diffusion of Knowledge, and the Bill for Establishing Religious Freedom. Concerning the last of these—a major charter of American liberties—new light on both its history and its text is provided in this volume.

BRADBURY, RAY. *The October Country*. New York 3: Ballantine Books, 101 Fifth Ave. 1956. 278 pp. Paperbound, 50c; hardbound, \$3.50. The author presents 19 stories from Dark Carnival and 5 of his latest stories.

BROPHY, ARNOLD. *The Air Force*. New York 18: Gilbert Press. 1956. 384 pp. \$5. This is the first complete, detailed picture of the United States Air Force—how it was born, how it grew up, and what it is today. You will find in this book a clear account of all the commands in the United States Air

Force: their functions in peace and war; the planes and equipment they use; the men who lead them; the exclusive story of the night in 1952 when President Truman was roused from his bed because the country's military leaders thought World War III had begun; dramatic stories and background information about the aircraft industry; a group of far-sighted companies that met the challenge to keep this country's air arm ahead of every other in the world today; an exciting, imaginary glimpse of what would happen during the first hours of a sneak enemy bomber attack on our major cities; thousands of facts and figures about air power that everyone interested in this vital subject will want to have at his fingertips; and a thorough history of Air Force traditions dating back to the Wright Brothers.

**BURKE, NORAH.** *Jungle Child*. New York 3: W. W. Norton and Company. 1956. 278 pp. \$3.50. Norah Burke spent her young childhood in the jungles of India where her father served His Majesty's Government as forest officer. In *Jungle Child*, she describes in the most captivating manner the fascinating life she and her parents and her two small brothers led during those early years from the turn of the century to just after the First World War. Moving constantly from one jungle camp to another, the Burke family traveled by elephant, their baggage following on a string of camels. And Norah—alert, sensitive, humorous child that she was—observed and remembered all that she saw and heard and felt in such detail that she has been able now to put it down in a delightful book.

**BUTTERFIELD, MARGUERITE.** *Adventures of Esteban*. New York 17: Charles Scribner's Sons. 1956. 127 pp. \$2.50. Esteban lives in a little village high up in the mountains of Majorca where his mother and father have an Inn. Esteban's day begins when Maria, who helps in the Inn, comes to work and hangs her lark in its cage outside the kitchen door. Esteban sits on a rock in the sun and eats his breakfast, with his dog Paco begging crumbs from his hard roll. All too soon Esteban has to run and chase his goat Nanina from the artichoke bed. It is Nanina who leads Esteban and his friend Fernando into all kinds of adventure. But on the night she chews her rope in two and climbs the stairs of the Inn, wandering into a guest's bedroom, she has a great surprise for everyone!

**CHAFEE, ZECHARIAH, JR.** *The Blessings of Liberty*. Philadelphia 5: J. B. Lippincott Company. 1956. 350 pp. \$5. The author examines the liberties that form our heritage. With depth of knowledge and keen perception, he traces the historical events from which our American concepts of free speech and press, of religious tolerance and academic freedom have evolved. In addition he contributes a definitive chapter on the privilege against self-incrimination. He recalls measures taken during previous crises in our history, from the Alien and Sedition Acts of 1798 to the suppression of Socialists following the First World War, as foreshadowing such present-day phenomena as the Internal Security Act, loyalty oaths, and the concept of guilt by association. He issues a strong warning against the frittering away of our liberties for the sake of a false and temporal security. Finally, he places his faith in the ultimate wisdom of the American people.

**CHANDLER, R. F.** *Too Many Promises*. New York 16: Abelard-Schuman, Inc. 1956. 216 pp. \$2.50. This exciting story for teenagers has two themes, both equally interesting—boys and chinchillas. The author has faced the problems of juvenile delinquency squarely and has done something constructive about it in her story of Niki and what he does with his last chance to make good.

The book is about Niki and his friends and their problems (problems that face all city boys of today) and how they handle them and mature in the process. The story takes place in a chinchilla farm; the information about the breeding and care of chinchillas is fascinating and completely authentic, though unobstrusive. While there is much to be learned about chinchillas for those who are interested in them, the factual material does not get in the way of the story which moves on smoothly and dramatically.

CHOONG, EDDY and FRED BRUNDLE. *The Book of Badminton*. New York 16: Philosophical Library, Inc. 1956. 128 pp. \$3.75. This book is written jointly by an international champion and a good club player. It is both a history and a practical study of the game. Diagrams and photographs illustrate the main elements of style, and everyone starting badminton (and what an enjoyable and friendly game it is!) will find here advice rich in experience yet easy to understand. The authors discuss tactics and strategy, the basic strokes, the various phases of play, the game's history, the relative merits of different types of shuttlecock, the main tournaments of the world. The revised laws as adopted by the International Badminton Federation are included. Simple and advanced techniques of play are dealt with separately.

CHUTE, B. J. *Greenwillow*. New York 10: E. P. Dutton and Company, Inc. 1956. 237 pp. \$3.50. This is the story of a village which exists beyond the boundaries of time and which has no geographical location except, perhaps, in the hearts of all of us. Here live people who are kinder and happier than we can be, people whose lives are linked with the rhythm of the seasons, the passing away of the old in the winter, the surge of new life in the spring.

CLEMENT, MARGUERITE. *In France*. New York 17: The Viking Press. 1956. 151 pp. \$3. This is a hospitable book, inviting the reader into enjoyment and understanding of France—the romance of her history; the diversity and interest of her villages, cities, and countryside; the variety of the people; her arts, crafts, customs, and traditions; and her great institutions and her notable men and women. It is an unassuming book, never for a moment pretending to tell all there is to know about France, but simply sharing the author's delight in her own country. All her life Marguerite Clement has observed her fellow countrymen in all walks of life, in every part of the republic. She has thought about and studied the many influences—racial, cultural, and geographic—that have shaped the variations in French ways of living. She has learned the legends, examined the costumes, enjoyed the festivals, and considered the occupations characteristic of each region. She knows the music, the literature, and the art that France has given to the world, and she understands the qualities of intellect and feeling that distinguish the work of great French scientists, statesmen, poets, painters, writers, and musicians.

*Colonial Williamsburg, Official Guidebook and Map*. Williamsburg: Colonial Williamsburg, Inc. 1955. 126 pp. Paper, 50c; cloth \$2. This book contains a brief history of the city and descriptions of more than one hundred dwelling houses, shops, and public buildings. It is fully illustrated and contains a large guide map.

COOK, WILL. *Sabrina Kane*. New York 16: Dodd, Mead and Company. 1956. 287 pp. Her name was Sabrina Kane, from Pennsylvania, a woman alone in the new and savage land of frontier Illinois. She was hardly taller than a man's long rifle and weighed less than a barrel of rum, but she had a man's courage, a man's determination, and a man's way of looking at things. Sometimes this placed her at odds with her own sex, and with men, who believed

that a women had her special place and should stay in it. For a background, there was Illinois, wild, rich, savage. The men broke the ground, stripped the forests, fought the Indians. But men alone did not settle Illinois. They provided the muscle, the steady aim; but women provided the quiet courage and a stubborn tenacity that often outstripped their men.

COOMBS, CHARLES. *Survival in the Sky*. New York 16: William Morrow and Company. 1956. 256 pp. \$3.75. What happens to a man when he becomes weightless in the vacuums created by sharp turns and dives in jet planes flying more than twice as fast as the speed of sound? What is the effect on him when he is temporarily subjected to the upper atmosphere, where there is neither oxygen nor enough atmospheric pressure to hold his body together? And how can man overcome the thermal barrier—that terrifying point at which friction heat, generated by the high speeds necessary to keep a plane aloft at high altitudes, may turn the machine into a flaming torch?

Here, written by a well-known author who has been "wrung out" in jet planes himself, is the fascinating story of the work being done by aeronautical engineers, specialists in aviation medicine, and courageous test pilots to overcome the handicaps imposed on the minds and bodies of men by high-speed and high-altitude flight. Beginning with a step-by-step description of what it's like to bail out in an ejection seat at 42,000 feet, the author goes on to explain the dangerous effects of extreme temperatures and the problems created by too much or too little oxygen, atmospheric pressure, or gravity.

COROTIS, A. C. *It's All in the Game*. New York 1: William-Frederick Press, 313 W. 35th St. 1955. 182 pp. \$3.50. For more than thirty years, the author has been one of the liveliest of observers of our milieu. Now the best of his work in the New Jersey newspapers and periodicals to which he has contributed has been collected in one volume of briskly paced essays, causeries, anecdotes, vignettes, compressed tales, and comments. Many of them in scope would serve as material for novels, and some of their best touches are the shrewdest observations and challenging epithets of the Corotis-brand fire-breathing editorials. Amusing, nostalgic and reassuring, at the same time acid, penetrating and relentlessly exact, the articles are always good reading, the reflections of a wise, witty, and cultivated mind.

COUCH, W. T., editor. *Collier's 1956 Year Book*. New York 19: P. F. Collier and Son. 1956. 826 pp. \$10. Sharp analysis of the political issues that will make up the framework of the forthcoming national-election battle, plus more than a score of other special articles examining current problems and the future course of events, give the new *Collier's Year Book* for 1956 a special significance at this time.

How did the tense situations in Cyprus, North Africa, and other trouble spots in the world come about? Why does the farm situation point up a weak spot in our economy? What happened during the year-long test of Salk vaccine, and what will it mean in the future fight against polio? Leading authorities, especially chosen for intimate knowledge of their fields, wrap up these and other timely questions in understandable reports. For the reader who wants to know exactly how the stock market operates in these boom times or wants to understand the significance of one of the greatest of modern archaeological finds—the Dead Sea scrolls—this yearbook will explain.

This yearbook has more than 400 articles. Most are illustrated with news pictures, drawings, cartoons, and graphs. Also included is a wealth of historical

and statistical matter covering business, industry, agriculture, science, religion, and other fields.

The editors use the debate technique to air controversial issues. An example is a *pro-and-con* debate of Federal aid to education with Belmont Farley of the National Education Association writing for the affirmative and Jackson J. Kilpatrick, editor of the Richmond (Va.) *News Leader*, taking the negative. A state-by-state summary of public school developments in the southern areas affected by the Supreme Court's anti-segregation decision shows the strong effort made by the editors to give readers information on all important developments of the past year. Comprehensive biographies of men and women who made headlines last year, from Serman Adams to Georgi Zhukov, plus a day-by-day chronology of 1955, contribute toward making this book of value for reference reading and for profitable browsing.

DELEEUEW, ADELE and CATEAU. *Showboat's Coming!* Cleveland 2: World Publishing Company. 1956. 219 p. \$2.75. Summer aboard the Dolphin! Lois Harding knew she was lucky to be a member of the troupe chosen for the Balfour College showboat, for, despite Prof's tales of hard work and strict discipline, the whole college envied them the cruise along the Ohio River. To make up for crowded quarters, for chores a-plenty, and for hot, grueling hours of rehearsal, there was Cap'n Jesse with his tales of bygone days on the river, Liz's wonderful cooking, and the thrill of performing before an ever-changing audience.

DEMPSEY, DAVID. *Flood*. New York 3: Ballantine Books, 101 Fifth Ave. 1956. 144 pp. Paperbound, 35c; hardbound, \$2. An hour-by-hour account of the great flood of August 19th—the night the rivers ran wild.

DINGWALL, E. J., and JOHN LANGDON-DAVIS. *The Unknown—Is It Nearer?* New York 22: New American Library, 501 Madison Ave. 1956. 160 pp. 35c. Can mediums transmit messages to you from the dead? Can people receive thoughts from other minds? Who can foretell your future? Are there real ghosts? These and a multitude of other fascinating questions pertaining to physical research are studied and analyzed in this book. A Signet Key book.

DUPUY, R. E., Colonel, U. S. A., Retired. *Men of West Point*. New York 16: William Sloane Associates. 1951. 504 pp. \$5. For 150 years the United States Military Academy at West Point has given the nation military heroes, statesmen, and other national leaders. This stirring new book tells their stories and the larger story of West Point in the nation's service. Here are the men who stepped from the long gray line of cadets into their several parts at crucial moments in American history. They served in the War of 1812, the Mexican War, the Civil War, the Indian wars, the Spanish-American War, the Philippine Insurrection, and in both world wars. Less dramatically, but no less successfully, men of West Point have served as scientists, engineers, teachers, and public servants. Behind them all, the author has captured the spirit of the Point itself, an institution dedicated to the idea of national service and the motto of which is "Duty, Honor, Country."

Colonel Dupuy has written his book to accompany the celebration of West Point's Sesquicentennial. He has had access to the Academy's archives and other sources. The result is a balanced and impressive chronicle of a century and a half of West Point's achievement which does full justice to a noble and important part of the American heritage.

EAKIN, FRANK. *Bible Study for Grownups*. New York 11: Macmillan Company. 1956. 357 pp. \$3.95. This book is designed to provide the layman

with insights into and techniques for Bible study. Genesis and Matthew are the Bible books selected for this purpose. The approach to each book is based upon (1) a brief survey of the content (2) a content analysis based upon the primary issues, and (3) the interpretation of values as applied to present-day living. By pursuing this method, the reader will be better equipped for a more systematic and meaningful approach to all Biblical literature.

EATON, JEANETTE. *The Story of Eleanor Roosevelt*. New York 16: William Morrow and Company. 1956. 252 pp. \$3.95. No one could have guessed, least of all the bashful little girl she once was, that Eleanor Roosevelt would become a world-famous figure in her own right. Her girlhood was shadowed by self-doubt. Her years as a young wife were largely dominated by her forceful mother-in-law. But her unfailing support of her husband, both as Governor and President, inevitably made her a public figure. She had a vital share in Roosevelt's heroic conquest of the crippling effects of his tragic illness.

With her appointment as delegate to the United Nations, Mrs. Roosevelt entered upon a new career. She served on the Social, Humanitarian, and Cultural Committee and as a member of the Commission on Human Rights. Having resigned from the United Nations in 1952, she now devotes most of her time and energy to the American Association for the United Nations. Through hundreds of speeches and her work with civic leaders, she has helped organize its state and local branches.

ECKERT, R. G. *Sex Attitudes in the Home*. New York 7: Association Press. 1956. 256 pp. \$3.50. This is a modern guide for perplexed parents—and future parents—of children from infancy through the teens. Here a prominent family life consultant suggests scientifically and spiritually sound ways in which parents can help their children mature happily, and strengthen their own mutual love, as well. All of the everyday problems are considered with a view toward building positive attitudes, rather than setting forth dogmatic axioms. For easiest reference, the questions are approached chronologically as the boy or girl develops.

EDMONDS, R. W. *Young Captain Barney*. Philadelphia 2: Macrae-Smith Company. 1956. 248 pp. \$2.75. This is a sea adventure story based on the life of Joshua Barney, a determined lad who, at the incredible age of fifteen, became the captain of a sailing ship and the undisputed leader of a crew of full-grown men. This remarkable feat was by no means an easy one, but young Joshua's feeling for the sea and ships was a consuming fascination—even during the uncomfortable year he spent as a clerk in Mr. Welch's counting-house. Finally, convincing his father that he was not fit for such tedious employment, he began, at the age of twelve, the career that was to fill his life. First as cabin boy aboard the *Gallant Mary*, a Chesapeake Bay pilot boat, he learned the rudiments of seamanship under a benevolent captain. Later he was apprenticed to his brother-in-law, a rigid tyrannical ship's master determined to show no favoritism towards his wife's young brother.

EDWARDS, FRANK. *My First 10,000,000 Sponsors*. New York 3: Ballantine Books, 101 Fifth Ave. 1956. 185 pp. Paperbound, 35c; hardbound, \$2. This is the author's own story of his life in broadcasting. A Ballantine book.

FEUCHTWANGER, LION. *Raquel*. New York 18: Julian Messner. 1956. 433 pp. \$4.95. Here is the immortal love story of Alfonso VIII, King of Castile, and Dona Raquel, known as "the Jewess of Toledo." For seven years their great passion checked and then altered the fortunes of Spain. The romance of Alfonso and Raquel has been told time and again in early chronicles of the period and

in ballads and songs heard to this day over the length and breadth of Spain, but it remained for this author to write this novel which adds new significance to an important, though previously little explored, period of Spanish history.

Toward the end of the twelfth century, Moslems and Christians faced one another across the border of a divided Spain. The youthful, impetuous King Alfonso was the champion of the chivalric but still semi-barbarous Christian Spain against the Moslems who had been pushed back to the south of the Peninsula and were fighting to preserve their flourishing civilization. Alfonso was the living embodiment of the strange paradoxes of the Middle Ages, with its love and hate, cruelty and compassion, profanity and devout piety, with its bloodshed and delicate ritual.

Raquel was the beautiful seventeen-year-old daughter of the wealthy merchant, Yehuda Ibn Esra. As the only man capable of replenishing Castile's depleted treasury, King Alfonso had appointed him Minister of Finance. But Yehuda faced another challenge, a greater one. He felt it was his mission to prevent the war between the Christian North and the Moslem South, and to save his own people, the Jews, from being caught between the two forces of destruction.

FISHER, AILEEN and OLIVE RABE. *Patriotic Plays and Programs*. Boston 16: Plays, Inc. 1956. 424 pp. \$4. The royalty-free plays, playlets, group readings, spell-downs, and poems in this collection bring to life the stirring background of our patriotic traditions. The Constitution, the Declaration of Independence, and the Bill of Rights are dramatically highlighted in plays showing how the ideals and democratic principles for which our country stands have been carried forward and are practiced in the United States today.

The symbolism of the American flag, Roger Williams' escape to Rhode Island in search of religious liberty, freedom of the press as it was fought for by Peter Zenger and others, Thomas Jefferson's views on human rights—these are some of the important subjects dramatized. Also included are "Sing, America, Sing," a view of our country's past through its songs and native ballads; the story of "Mollie Pitcher"; and the origin of "Yankee Doodle."

These royalty-free plays and playlets are full of exciting action and brisk dialogue, recreating the flavor and atmosphere of our patriotic heritage. The wide variety in treatment, length, and type of material offered in this book makes it suitable for effective classroom and assembly programs in elementary grades, junior high schools. Productions may be simple or elaborate, depending upon available facilities, and much of the material can be successfully produced even on a bare stage.

FISHER, D. A. *Steel Serves the Nation*. New York 6: United States Steel Corporation, 71 Broadway. 1951. 277 pp. (8 3/4" x 12"). This is the company's Golden Anniversary book (1901-1951). It is the story told in words and pictures, of the largest of the more than 200 companies which comprise the American iron and steel industry. The accomplishments and services recorded in this book are typical of those of American business in general during the present century. The book states that the annual steel capacity of American Steel Mills as of January 1, 1951, totaled 104 million tons, about equal to the combined capacity of the rest of the world. It states that our present steel production capacity is such that this country "could produce a greater tonnage of steel in twenty weeks than we have reason to believe the Soviet Union and its satellite nations produced in the entire year of 1950." It is composed of text, pictures (some in color), statistics, and an index.

FREEMAN, WILLIAM. *A Concise Dictionary of English Slang*. New York 16: Philosophical Library, Inc. 1956. 270 pp. \$3.75. This book contains a selection of some of the verbal treasures of the English language which each generation coins for its own use. Origins have been indicated in brackets.

FREIER, ROBERT; A. L. LAZARUS; and HERBERT POTELL. *Adventures in Modern Literature*. New York 17: Harcourt, Brace and Company. 1956. 704 pp. This is the sixth book in Track 2 of the "Adventure in Literature Series" published by this company. Track 1 in this series includes in order the following books: *Adventures for Readers*, Books I and II; *Adventures in Reading*; *Adventures in Appreciation*; *Adventures in American Literature*; and *Adventures in English Literature*. Track 2 of which this book is the most advanced one in this series begins with the same first two books, then followed in order by *Adventures for Today*; *Adventures in Living*; *Adventures for Americans* (reviewed below), and *Adventures in Modern Literature*. This latter book is composed of five major divisions. The first one is "Modern Fiction," including stories of youth, suspense, humor, people under pressure, and science fiction and fantasy. This is followed by "Modern Biography," including younger days, causes and careers, and glimpses-genius. Next follows "Modern Poetry," including such authors as Housman, Yeats, Robinson, Frost, Masefield, Sandburg, Eliot, Millay, Benet, Ogden Nash, David McCord, and Richard Armour. "Modern Essay" includes writings dealing with the wonders of the universe, the gift of laughter, the modern world, and the future. The last section, "Modern Drama" two one-act plays *Trifles* by Susan Glaspell and *The End of the Beginning* by Sean O'Casey, and two full-length plays *Journey's End* by R. C. Sherriff and *Caesar and Cleopatra* by Bernard Shaw.

Vocabulary development is given special attention in this book. The program is introduced on page 14 and is continued by special exercises at the end of many selections. These exercises carry forward the reading developmental program of the earlier books in the *Adventures in Literature* series. They provide studies of word roots, word families, histories of words, learning the meanings of words through context, and similar vocabulary building skills. In addition, words that may be unfamiliar to students are defined and pronounced in footnotes. Included also is a chart of types of modern literature, a glossary, and an index of authors and titles. The book has an attractive cover and includes pictures in color and in black and white within the text material.

GOUDGE, ELIZABETH. *The Rosemary Tree*. New York 16: Coward McCann. 1956. 381 pp. \$3.95. This is a book full of the compassion, understanding, and humor about people and situations for which Miss Goudge is so famous. It tells the story of John Wentworth, forty-four-year-old vicar of Belmaray; of his wife Daphne, forty; and of their three daughters, Pat, nine, Margary, eight, and Winkle, five. It is the story also of Michael Stone and lovely young Mary O'Hara—Michael who had once loved Daphne and who came to Belmaray from prison, Mary who taught the little girls in a hateful school. John Wentworth was charming, vague, warm-hearted, and blundering in his emotions. He felt things intensely and would become hopelessly distressed over trivialities. Quite the opposite was Daphne, efficient and lacking in the love for him which John deserved.

GRAHAM, F. D., and T. J. EMERY. *Audel's Plumbers and Steam Fitters Guides*, Nos. 1, 2, 3, 4, New York 10: Theo. Audel and Company, 49 W. 23rd St. No. 1, 1949, 527 pp.; No. 2, 1950, 529 pp.; No. 3, 1949, 615 pp.; and No. 4, 1950, 647 pp. \$1.50 each for pocket size, and \$6 for flexible covers. These four

volumes containing description and 3,642 diagrams are practical illustrated trade assistants and ready references for master plumbers, journeymen and apprentices, steam fitters, gas fitters and helpers, sheet metal workers, draughtsmen, master builders, and engineers. These guides give firsthand reliable, practical information in clear and concise forms. They illustrate plumbing in its many practical applications in a way not to discourage the searcher for practical plumbing knowledge, but to make an interesting instructive and useful reference for all interested in any branch of plumbing. The information is presented in simple, brief language rather than in unnecessary technical language.

GREEN, M. S. *Cowboy of the Ramapos*. New York 16: Abelard-Schuman, Inc. 1956. 189 pp. \$2.50. This is the thrilling story of Geoffrey Blackburn, scout for General Washington, who, at seventeen, took on the hazardous job of finding the headquarters of the notorious Claudius Smith gang. This gang, the famous Cowboys, was responsible for the fact that food supplies were not getting to Washington's army, and, unless supplies came through very soon, Washington felt sure the soldiers would all return to their farms and the cause would be lost.

Geoffrey himself will not be found in the history books, but Claudius Smith, Cowboy of the Ramapos, is there and so are the Skinners. In other words, Mrs. Green's story is fictitious, but her background is historically accurate, and she has done a great deal of research to make it dependably so. There is very little material on this phase of the Revolutionary War, so the book offers more than entertainment to its readers.

HARRINGTON, LYN. *Stormy Summer*. New York 16: Abelard Schuman. 1956. 190 pp. \$2.50. This is an unusual story about an unusual enterprise. Janet Atkinson and her younger brother, Fraser, take on the job of running the Susie Q after their father has an accident that will keep him incapacitated for the summer. The Susie Q was a tug which had been converted into a floating general store that serviced the summer occupants of the cottages around Georgian Bay.

It took quite a little courage for a couple of teenagers to navigate in these waters, to say nothing of the sacrifices they had to make, since Janet and Fraser had other plans for the summer. However, they do a good job and run into a number of exciting adventures, including a meeting with a party of archaeologists who turn out to be important in their lives and also the tracking down of some escaped prisoners.

HAYCRAFT, M. C. *Queen Victoria*. New York 18: Julian Messner. 1956. 191 pp. \$2.95. This is the romantic story of a queen's heart and a nation's destiny, and of the fierce conflict between love and duty. Few rulers were ever so worshipped, so imitated. No women lived a more endearing love story. At eighteen, when Victoria became queen, she displayed an amazing maturity in her understanding of her overwhelming responsibilities. She was thrilled by the glitter of society, loved the late dances, and quickly became a favorite in international court circles. But she worked as hard as she played, demanding a voice in the government, keeping her fingers on the pulse of politics, and winning the loyal support of all of her subjects.

When her German cousin, Prince Albert, came to visit, she fell in love with the tall, handsome young man, and though the idea of proposing—since she was the Queen—was distasteful, her greater fear was that he might not accept her. But he did—and, madly in love, she changed from an imperious monarch to a

humble, adoring wife. She wore the crown, but Albert was definitely head of the family. He became secretary, adviser and power-behind-the-throne. In twenty-one happy years they raised nine children.

HEDLEY, GEORGE. *The Minister Behind the Scenes*. New York 11: Macmillan Company. 1956. 159 pp. \$2.50. Behind the backdrop of each public appearance is a private life little understood by the average person. But it is the way the minister spends his time when not in full view of his church and community that concerns the author. Here is a revealing picture of the minister's little-known life backstage. Now revised and expanded, the material was first presented in a series of addresses (the James A. Gray Lectures at Duke University). It is based both on the author's rich experience and on the results of a carefully prepared questionnaire.

HEMMING, JAMES. *Mankind Against the Killers*. New York 3: Longmans, Green and Company, Inc. 1956. 243 pp. \$3.50. This book tells the human story of man's striving to understand and master pestilential diseases. The author takes the reader on an adventurous exploration into history, behind the scenes in crucial scientific experiments, and here and there about the modern world. Gradually the pattern of achievement is built up—inspiration, daring, ingenuity, determination, an ever-growing success. The perspective of the book is bold and broad; its outlook optimistic. Incidents and biographical references are selected with great care to give point and vigour to the theme. The book is full of information essential to anyone who seeks to understand the new horizons opening up before man as he learns to control, if not yet conquer, the age-old killer diseases. This book takes the story right through to the widely varied work of the World Health Organization.

HOEHLING, A. A. and MARY. *The Last Voyage of the Lusitania*. New York 17: Henry Holt and Company, Inc. 1956. 255 pp. \$3.75. This book chronicles the last days of the *Lusitania*, the huge ocean liner torpedoed and sunk on May 7, 1915. Never before had an unarmed passenger ship been attacked without warning . . . 1,198 persons died with it that day. The liner was British, the submarine German, but the repercussions were international in scope, for 124 Americans perished with the ship as it went down well in sight of the Irish coast. Among them were Elbert Hubbard, the homespun sage of East Aurora, N. Y., whose *Message to Garcia* was known to millions; Charles Frohman, dean of American theatrical producers (among his stars, Julia Marlow, Maude Adams, John Drew); and Alfred Gwynne Vanderbilt, millionaire, horsebreeder, and playboy. What they, their fellow passengers, and the submarine crew itself did during the hours preceding the attack, and in the eighteen minutes after as the *Lusitania* slowly slid beneath the water, make a story both terrifying and heroic.

The story of the *Lusitania's* sinking is unlike that of any other sea disaster. Forewarned, but not forearmed, the ship seems to have invited tragedy. And when tragedy arrived, in the form of a German torpedo, it brought an audience—the throngs of Irish who, aware of the submarine prowling their coastal waters, had scanned the sea for days expecting disaster. The sinking of a ship, therefore, was no surprise; it was the enormity of the event that woke the world to shock and anger. The aftermath was as exciting as the disaster itself.

HOFFMAN, J. W. *Mission: U. S. A.* New York 10: Friendship Press. 1956. 192 pp. \$2.50. More than a century ago, Henry David Thoreau coined the phrase "lives of quiet desperation." In this book the author is concerned

with the many individuals in the United States who today are leading such lives. He is concerned, too, with those who are more aggressively desperate—those who, in their lostness, strike out against society and become its culprits. He is concerned most of all with the causes behind the disorders of our time and with the responsibility of the church.

HOLBROOK, S. H. *The Columbia*. New York 16: Rinehart and Company, Inc. 1956. 393 pp. \$5. The books in the "Rivers of America" series have been called by *Newsweek* "some of the most enticing volumes of Americana ever written" and for its fiftieth volume, the editors present *The Columbia*, a great American river lovingly chronicled by one of our best-known writers and a favorite (though adopted) son of the Pacific Northwest. The "Oregon" was the famed river of the West in men's imagination, but when it was finally seen by white men, in 1792, it was named for the *Columbia*, the first ship to come in over the bar, commanded by Captain Robert Gray.

It was not until 1805 that Lewis and Clark's famous expedition reached the river, opening the area to a vast flood of American settlers, which eventually insured that by and large the Columbia would belong to the United States. The British Captain Vancouver came soon after Gray, and among the earliest explorers was David Thompson of the Northwest Company of Montreal. But in the long run, the fur forts of the Nor'westers and the Hudson's Bay Company became less important than the people who came to stay—to farm, fish, or work in timber.

West of the Cascade Mountains, the "Oregon country" was a paradise of incredibly rich farmland, huge fir forests, endless salmon, and the story of the Columbia is inevitably one of lumbering, canning, steamboats, and railroads. Recently, great dams have changed the face of the desert country east of the mountains, and a whole new chapter has been added to the colorful history of this majestic river. But above all it is the story of the people—big and small—who faced a new, tremendous country and made it their own.

HOLBROOK, S. H. *Wyatt Earp, U. S. Marshal*. New York 22: Random House. 1956. 190 pp. \$1.50. The name of Wyatt Earp ranks as high in the history of the Old West as the names of Davy Crockett, Wild Bill Hickok, and Buffalo Bill Cody, for Wyatt Earp was possibly the greatest gunfighter the Old West ever knew. Yet the tall, quiet man with the strikingly pale blue eyes ruled Dodge City, Wichita, and the other wild cow towns only by fear of the unpressed trigger. He was the first frontier peace officer who believed that peace could be enforced without bloodshed, and only once did he shoot to kill. When he was forced by the sheriff of Tombstone, Arizona, to fight or run away, he chose to fight, and the battle of the O. K. Corral in October 1881, showed how he and his brothers fought in a showdown.

Today Tombstone is a ghostly hamlet, but it still rouses once a year, in October, to stage a celebration which attracts thousands of tourists and includes a realistic representation of Tombstone's most famous moment, when the Earp brothers and their friend Doc Holliday swung four abreast on Fremont Street, heading for the O. K. Corral.

HOROWITZ, I. A. and FRED REINFELD. *Chess*. New York 11: Macmillan Company. 1956. 256 pp. \$4.50. This book takes up the game from the very first move; defines the values and characteristics of each of the pieces; explains the game in precise, non-technical language. Even players with some experience have been known to ask such questions as: What is the penalty for an illegal move? Must you move a piece if you touch it? The book settles all

arguments, for it includes the only authorized translation of the latest rules of the International Chess Federation. For inexperienced players the author's full explanation of chess notation is particularly valuable, since a knowledge of this written language of chess is essential to a real appreciation of chess tactics.

Everyone likes to win. Here is a clear exposition of basic maxims for the opening, middle game, and end game; tactical motifs, such as the "fork" and the "pin"; all the fascinating maneuvers which are part of the infinite variety of chess. Over 150 diagrams serve to clarify the moves and situations described.

HYLANDER, C. J. *The World of Plant Life*, second edition. New York 11: The Macmillan Company. 1956. 671 pp. \$8.95. Since its publication in 1939, this comprehensive survey of the plants around us has grown into a classic. Entertaining and authentic, it has served as an engaging introduction to botany for many thousands of persons. The author conducts the reader on a tour of the entire plant kingdom, from seaweeds and mushrooms to towering sequoias and exquisite orchids. Chapter by chapter, he unfolds the pattern by which the professional botanist threads his way through the maze that is plant identification. He offers, in a way, the equivalent of a college course in plant identification. Yet the book is written wholly for the layman and from the layman's point of view.

This volume gives a richly illustrated survey of virtually every plant that is common in America. It is thus invaluable to both gardener and naturalist, and likewise to all those who are novices in the study of botany. The illustrations are from the author's own selection of photographs and drawings and accumulated over years of teaching and traveling from coast to coast. Included are 190 handsome full-page photographs and more than 700 line drawings. These aid in the identification of lichens, seaweeds, fungi, mosses, ferns, and flowering plants. The text is not only a guide to plant identification; it is also a storehouse of information on the origin of cultivated plants, the economic importance of plants, and the relation of plants to their environment and to each other.

ISBERT, M. B. *Castle on the Border*. New York 17: Harcourt, Brace and Company. 1956. 283 pp. \$3. Leni, orphaned and homeless in postwar Germany, seemed older than she really was, for she had learned through bitter necessity to take care of herself. She was determined that one day she would be a great actress like her mother, and her chief ambition was to study under a good director. When Aunt Friderike and her husband escaped from East Germany in 1948 and came back to live in their derelict and ancient family castle just over the East-West border, Leni agreed to live with them only because there was a group of young actors living in a nearby village with whom she hoped to work. When the theater group was in desperate need of permanent quarters, Leni persuaded Aunt Rexie to let them live in the castle on the understanding that they would help rehabilitate it. Later she learned, through the village doctor, that the cellars of the castle were used as a way station by people crossing the border from one zone to another, and she was drawn into helping these desperate folk. Yet she never lost sight of her goal, and she shied away from too deep emotional attachments to family or friends.

JOHNSON, E. N. *Wyatt Earp, Gunfighting Marshal*. New York 18: Julian Messner, Inc. 1956. 192 pp. \$2.95. Boys and girls are discovering a new western hero in Wyatt Earp, a man of courage and integrity whose bullets spoke for justice on the wild frontier. Wyatt stood over six feet tall, broad shouldered, with muscles of steel and nerves taut as a bow string. He was known as the fastest man with a gun. Though he never used it except in self-

defense, he was one of the most feared and most respected two-gun marshals at a time when the frontier was filled with outlaws, derelicts, big-time gamblers, cattle barons, and cowhands looking for excitement. Wyatt Earp cleaned up Ellsworth, Wichita, and Dodge City in Kansas; then moved on to Tombstone, Arizona. He was appointed United States marshal. His duties also included the protection of the interstate express and the United States mail. He deputized his brothers Virgil, Warren, and Morgan, and when the Earp boys were seen marching four abreast down the street, it was a signal for everyone to duck for cover because anything might happen—and usually did!

JOHNSON, ENID. *Nancy Runs the Bookmobile*. New York 18: Messner. 1956. 189 pp. \$2.75. Nancy Anderson had her teacher's certificate, but she wanted something more exciting than a schoolroom career. The moment she saw the country's big red bookmobile she knew that this was her dream job—driving to rural schools with books for story-starved children. But though she had wide knowledge of literature, she had no library training and was hired only temporarily until a librarian could be found.

Rocking over backwoods roads in the bookmobile, Nancy adventured through all sorts of weather to service the schools in her area. Her enthusiasm charmed the children, but, through lack of experience, she made stupid mistakes. Cranks and critics shook her self-confidence. There was only one thing to do—leave Great Springs and go to Western Reserve University for a library science degree. But there was no assurance of bookmobile work when she returned. And no assurance from Tad Rivers that he loved her, even though he had been at the point of proposing the day they went tobogganing.

KIRKPATRICK, E. M. and J. J., editors. *Elections—U. S. A.* New York 17: Henry Holt and Company. 1956. 127 pp. \$2. This book is a selection of 38 articles from the *New York Times Magazine* relating to various aspects of the electoral process. These articles should be useful to students as well as the general reader. They are classified under six major headings: "Politics" (5 articles), "The Offices" (3 articles), "The Nominations" (6 articles), "The Campaign" (8 articles), "The Issues" (5 articles), and "The Voter" (6 articles).

LAMBERT, JANET. *A Song in Their Hearts*. New York 10: E. P. Dutton and Company. 1956. 191 pp. \$2.75. In contrast to the delightfully happy relationship existing between the Jordons, Tippy, and her adored husband, Peter, there is the tension between Candy and Barton Reed, their closest friends in Panama. Bartin, a wonderful army officer as Peter will testify, in his private life is torn by selfishness, jealousy, and a fine disregard for Candy's struggle to maintain her individuality. Although the roads of these two couples seem utterly divergent at times, both ultimately lead to happiness and a more mature understanding.

LAMOND, H. G. *Towser, Sheep Dog*. New York 10: E. P. Dutton and Company, Inc. 1955. 256 pp. \$3.50. The enchantment of the unfamiliar characterizes this story of life on an Australian sheep station, a decade after the turn of the century. This was an era of superlatives—vast acreage, millions of sheep, tremendous feats of endurance, unbelievable hardships, fabulous characters, including the most fabulous of all, Towser, the dog who became a legend in his lifetime.

Although the main characters are fictional, Towser was a real dog, owned and trained by the author himself. This is Towser's story and the story of Lake, the young overseer of Wurringul Station, who was his owner, master, and

adored companion. Together they shared the work, endured the demands of the rigorous life, and observed and accepted without emotion the prodigality of nature, which was balanced only by the sudden violence of death.

Towser's training, which Lake worked at continuously, resulted in a touchingly close relationship between the young man and the young working sheep dog. In a subtle way the training of the dog affected the training of the man, and Lake, who had been respected for his ability to handle sheep, emerged a true leader of men.

LEHL, J. A. *Ill Feeling in the Era of Good Feeling*. Pittsburgh 13: University of Pittsburgh Press. 1956. 283 pp. \$4. This work is an analysis of the transitional period, erroneously known as the Era of Good Feeling, which bridged the years between the breakdown of the old political alignments and the formation of the new, in the United States. Using the analogy of a military campaign, the author designates Parts One and Two of his volume as the Battlefield and the Weapons of Battle. Seven different profiles of these turbulent years are outlined, interwoven into the major political campaigns of the era as described in Part Three.

Regionalism is the organizing principles, and Western Pennsylvania the frame of reference. As Professor Roy F. Nichols of the University of Pennsylvania points out in his Foreword, such studies are of great import to the student of national politics; they not only reveal "the complexity of political behavior," but also demonstrate "the dynamic quality of American local politics."

Following the War of 1812, regional allegiance was substituted for party loyalty. Area consciousness was foremost; even within Western Pennsylvania numerous rivalries of town culture vs. the philosophy of the countryside flourished. In appraising these rivalries, the book analyzes the election and administrative machinery of counties and even townships. Of particular importance to the political scientist is the formation of election tickets, together with the committees of correspondence and committees of vigilance to support them, because they reveal in detail a fundamental part of the democratic process as practiced in these years.

Chiefly through research in the region's newspapers, this study has not only added to the factual knowledge of this period, but has also offered fresh interpretations, some of which have national implications. The cogent evaluation of the role played by newspapers and their editors in the shifting of the political tides mark this work as an important contribution to the development of early nineteenth century journalism. When the 1818-1822 depression passed, farmers and townspeople alike recognized their interdependence. Once again they made their demands of the central government and reverted to the vehicle of party politics. In Western Pennsylvania, the trend was hastened in 1824 by the emergence of the Jackson personality to capture popular imagination.

LEWIS, A. H. *Day After Tomorrow*. New York 10: The Friendship Press: 1956. 127 pp. \$2.50. The six stories in this book will transport the reader thousands of miles across the Pacific to the countries of Southeast Asia and to the teenage boys and girls who live there. Their many adventures reveal what they are hoping and planning to do on that magical "day after tomorrow." When Ming in the story "Ming of Malaya" was captured by guerrillas, it looked as if he would never live to see any day after tomorrow. Thrown into a prison camp, he was told that "anybody who tries to walk out here is a dead duck." That didn't stop Ming. He managed to slip by the guards. Following a

tortuous path through the jungle, he reached his own village in time to warn the people of a planned guerrilla attack. Ming's dreams of earning a scholarship so that he could study medicine and devote his life to saving lives came true in an unexpected way.

LIGGETT, THOMAS. *Pigeon, Fly Home!* New York 11: Holiday House Book. 1956. 189 pp. \$2.75. Among Chad's high-school friends, pigeon racing rated with football for excitement and glory. The boys had a club which was affiliated with the adult national racing pigeon association. So they looked upon this interest of theirs as a lifetime hobby. It fired their imagination. To them the gameness, stamina, and intelligence of a carefully bred pigeon fighting its way home hundreds of miles through difficult skies, sometimes stormy or infested with hawks, had heroic grandeur equal to that of world-famous air battles. Chad raised just such a valorous little flyer. The reason he could was that, though he didn't have quite as much experience in pigeon raising as some of the other boys in his club, he felt an unusual concern for the individual bird.

LIPTZIN, SOL. *The English Legend of Heinrich Heine*. New York 1: Block Publishing Company, 31 W. 31st St. 1954. 201 pp. \$3. This is a study or investigation of Heine's impact upon the English mind and the reverberation of that impact down the generations until our own day. Here we see the inroads that Heine made upon English thought and English letters. The waves of time have brought to the English speaking people one image of Heine after another. This English legend, we find, from its origin in pre-Victorian days to its present configuration, is markedly different from the German legend and sheds new light both upon Heine and upon the English-speaking world, which has assimilated him into its cultural pattern.

MAILER, NORMAN, DACHINE RAINER, JOHN PHILLIPS, and WAL-LACE STEGNER. *New Short Novels No. 2*. New York 3: Ballantine Books, 101 Fifth Ave. 1956. 160 pp. Paperbound, 35c; hardbound, \$2. Contains four short novels, each by one of the authors.

MCGUIRE, FRANCES. *The Case of the Smuggled Ruby*. New York 10: E. P. Dutton Company, Inc. 1956. 128 pp. \$2.75. After a long tour of duty in Hong Kong, the Mulfords, with their four children and two Chinese servants, are returning to the United States aboard the liner, *S. S. Flying Moon*. The whole family is mildly interested in the account of an unusually bold robbery which occurred in Hong Kong a few days before they sailed. It involved the theft of a fabulous ruby, taken from the forehead of an idol, under the very noses of the guards.

The shipboard life appeals to two of the Mulford children, Fred and Ted, twelve-year-old twins, identical except for the fact that Ted limps as a result of polio and has to wear a built-up shoe. Fred, who is fascinated by the radio room because of knowing Morse code, has managed to meet the radio operator the first day of the trip and has found him very friendly. When Fred wanders back to see him a few days later, he is not only confronted by a frightening stranger, but he also overhears a message stating that smugglers of the stolen ruby are believed to be aboard the ship. Frightened into silence, Fred tells no one of his experience. Inevitably, however, because of their identical appearance, both boys become involved in a dangerous game. When they accidentally discover the ruby, events move rapidly to a terrifying climax.

MEAD, HAROLD. *Bright Phoenix*. New York 3: Ballantine Books, 101 Fifth Ave. 1956. 180 pp. Paperbound, 35c; hardbound, \$2. A science fiction story of adventure which depicts the age-old conflict between ethics and

expediency, between what men want and what they want to be. A Ballantine book.

MELLO, A. daS. *Man, His Life, His Education, His Happiness*. New York 16: Philosophical Library. 1956. 735 pp. \$6. This book deals in a free and lucid style with Man, more precisely modern Man, in a broad criticism of his life, beliefs, and the by-laws of his society.

MONTAGU, M. F. A., editor. *Toynbee and History*. Boston 8: Porter Sargent: 11 Beacon St. 1956. 401 pp. \$5. This book constitutes the first critical examination of the great work of Arnold J. Toynbee—*A Study of History*. Some 28 experts in the various fields with which Toynbee deals have been brought together and here determine what the nature of Toynbee's contribution is. Among the authors represented are: Abba Eban, Ambassador of Israel to the United States; Hans Kohn, professor, Columbia College, New York; Pieter Geyl, professor, University of Utrecht; Lewis Mumford, author; Frederick Robin, editor of *The Committee Reporter*; Pitirim Sorokin, sociologist; Gotthold Weil, professor, University of Jerusalem; and Christopher Dawson, historian. Toynbee himself is represented by three essays.

Each contributing author approaches *A Study of History* from his own particular and special viewpoint, and there emerges a composite critique of every important phase of Toynbee's theories of challenge-and-response; definitions and systems of civilization; rhythm and change; and of his views on religion, philosophy, chronology, geography, etc.

MOSLEY, LEONARD. *Gideon Goes to War*. New York 17: Charles Scribner's Sons. 1955. 256 pp. \$3.50. This is the story of probably the most incredible and controversial military figure to emerge from World War II. In America, Wingate is best known for his exploits in Burma where he and Col. Philip Cochran of the U. S. Air Force successfully launched the Chindit campaign against the Japanese in the Burmese jungles in 1943. However, his Burma exploits were merely the last in a career that was both checkered and distinguished. He was Scots by birth, a religious zealot, a career Army officer, and yet his avowed ambition was to lead a Jewish army of independence in Palestine. He was stationed in Palestine in 1936-39 and was decorated for operations against the Arabs. Subsequently, he was sent home, however, because his ever-increasing activities on behalf of the Jews had become embarrassing to the British authorities.

In 1941, Wingate was back in the Near East and with a few hundred soldiers, aided by native troops, he put Haile Selassie back on his Ethiopian throne—capturing 15,000 Italian troops on the way. But because of the enmity he had aroused in high places, his reward was to be put back temporarily on the shelf. Thousands of allied troops remember and admire him for his Burma campaigns in 1943-44 and for the Chindit operation which he saw launched successfully but did not live to see final success. He was killed in an air crash in Burma in 1944 at the age of 41.

MUSSATTI, JAMES. *The Constitution of the United States*. New York 3: D. Van Nostrand. 1956. 173 pp. \$2.80. The Constitution of the United States embodies a revolutionary idea concerning the political relationship between the individual and society. This book is a short and simple statement of the origin of this idea, and the basic principles of the Constitution. It explains the philosophies, motives, and actions of the architects of the Constitution in ordinary language for the layman who wants to acquire a better understanding of the significance of our Constitution in his own daily life.

The book is divided into two sections—a narrative and a study guide to the material covered in each chapter. Among the subjects discussed are the Constitution's English background, the Colonial background, the development of the idea of union, drafting of the first state constitutions, the imperfect Union under the Articles of Confederation, the Constitutional Convention, the American Bill of Rights—the first ten amendments—and the eleventh to the twenty-second amendments. The full texts of the Declaration of Independence and the Constitution and its amendments are provided.

NETTL, PAUL. *Beethoven Encyclopedia*. New York 16: Philosophical Library. 1956. 333 pp. \$6. This book is aimed at both professional musicians and music lovers. Several hundred entries inform the reader of the individual works of Beethoven; symphonies, chamber music, sonatas, etc.; his personal acquaintances, his publishers, his visitors, his biographers, his diseases, his personal habits, the performances of his works, his philosophy, his religion, even of his dwelling places, his favorite taverns and dishes, and his appearance. The reader will find here Beethoven's attitude towards the United States as well as Russia; the way he composed his *Missa Solemnis* and his symphonies, and the way he prepared his morning coffee are also covered. A special feature of the book is the numerous bibliographical references, enabling the reader to do further research on the subject.

*New World Writing #9*. New York 22: New American Library of World Literature, Inc. 501 Madison Ave. 1956. 288 pp. 50c. A group of fiction stories, drama, poetry, and criticism. A Mentor book.

NIELSEN, JEAN. *Green Eyes*. New York 10: Funk and Wagnalls Company. 1955. 256 pp. \$2.75. When Jan Morgan achieves the goal her heart is set on, being editor of the high-school *Argus*, she nearly loses it by being "immature." It's true that she's a little younger than her classmates, and somehow has taken longer to grow up, but that isn't Jan's only problem. The other thing that bothers her is her family, in which she feels that her mother and her spoiled younger brother treat her like an unwanted outsider. But in her senior year, Jan learns to trade "immature" loneliness and envy for responsibility and happiness, and she learns it mainly through her work on the *Argus*, which helps her begin to appreciate people—Dotty and Cassie, for instance—who show her that pretty girls aren't always unfriendly and superior; Mr. Larsen, who believes in her abilities; and Mrs. Abbot, who gives her a new philosophy.

OKUMIYA, MASATAKE, JIRO HORIKOSHI, and MARTIN CAIDIN. *Zero*. New York 10: E. P. Dutton and Company. 1956. 424 pp. \$5. This book tells the absorbing and historically important inside story of the greatest naval war in American history, as seen by the enemy. As Martin Caidin writes in his Preface to *Zero*: "The full story of the vast Pacific war never has been told. It is one thing to study that war from your own viewpoint, but quite another to examine it from that of the enemy. Okumiya and Horikoshi, aided by many of their wartime colleagues, have provided us with a fascinating new perspective of that great conflict."

Starting with a survey of the ideological and political forces in Japan which led to war, the authors then trace the roots of the war back to the Sino-Japanese conflict which opened in 1937. The air operations over China and the development of the Zero fighter are presented, with the Zero shattering enemy opposition through its speed, rapid climb, maneuverability and heavy firepower. With Pearl Harbor, Japan entered the World War and there fol-

lowed the string of victories in the Philippines and Dutch East Indies, the sinking of the *Prince of Wales* and *Renown*, the capture of Wake Island, the air operations in the Indian Ocean, the battle of the Coral Sea, and then the turning point in the Pacific War in the Midway and Aleutian Islands operations.

The picture of Japan's victories is an absorbing one. No less so is the desperate struggle which developed as defeat became certain after Guadalcanal, the Battle of Santa Cruz, the air battles in the Solomons and Rabaul areas, and the defeat in the Marianas. The American B-29 made its appearance and with the war reaching the Japanese Islands themselves the day of glory of the Zero, symbol of victory, was over.

PACKARD, L. O.; OVERTON, BRUCE; and BEN D. WOOD. *Geography of the World*. New York 11: Macmillan Company. 1956. 520 pp. \$4.72. This book of 61 units is divided into the following ten parts: Man and Mother Earth; Regions and Resources of the United States; Transportation, Communication, and Trade the World Over; The Other Americas; A Continent Divided; Asia—Most Extensive Land Area of the Earth; The Southwest Pacific—Rich Tropical Islands; Lands Down Under; Africa—The Last Frontier of the Nations; and The Ends of the Earth. The text is with related pictures and maps. Each unit or subdivision within the unit is concluded with a series of guides to study, topics for class discussion, and suggestions for work to be done. The appendix is composed of maps, most of them in color; tables giving land area, population, principal cities, the area of the 4 oceans, the 10 largest islands, the 10 longest rivers, the 10 highest mountains, and the 10 largest lakes; production statistics by countries for wheat, barley, corn, rye, oats, rice, potatoes, cane and beet sugar, cotton, iron ore, pig iron, zinc, coal, steel, lead, copper, manganese, tin, silver, gold, and petroleum; the 15 largest oats, wheat, corn, rye, and barley producing states; etc; and a 14-page index.

PACKER, JOY. *Valley of the Vines*. Philadelphia 5: J. B. Lippincott Company. 1955. 315 pp. \$3.75. Dieu Donne is a beautiful name for a beautiful home ringed by graceful mountains and priceless vineyards of Constantia Valley in the Cape Peninsula of South Africa. Dieu Donne is a home which is the seat of the courageous and pioneering de Valois family, the cornerstone of the strong, civilized tradition they had brought from France generations before. Matriarch of Dieu Donne, with its ancient oaks and sea of glowing vines, is Constance de Valois, Grannie Con, possessed by her duty to tradition, the wrinkled, twinkling product of many fierce years devoted to her homestead and family. Determined to keep her heritage, she fights her staunchest battles not with old age and death as much as with the builders of suburban villas, the moneymen of a rapidly expanding materialism which threatens the serenity of her Valley of the Vines. Even her only blood relative, the beautiful and impulsive Merle, seems drawn to the opposition's forces.

*Paperbound Books in Print*. New York 36: R. R. Bowker Company, 62 West 45th St. 1956. 133 pp. \$1, three consecutive editions, \$2. Over 5,000 in-print paperbacks are indexed by author—and selectively by subject—in this new edition. This is the popular buying guide, listing almost every available paperback from some 53 publishers. Special markings in the index alert readers to 600 original paperbacks that are available only in paper. These listings are under 58 different subject classifications—433 in literature, 112 in drama, 97 in biography and autobiography, 92 in nature, 136 in history, 79 short stories

and essays—to cite just a few. This third edition contains 800 new titles and includes those scheduled for publication between January and May 1956.

PARKER, RICHARD. *The Three Pebbles*. New York 17: David McKay Company, Inc. 1956. 218 pp. \$2.75. The name Pierre means "pebble" in French. This is the exciting history of three young "rolling stones" of the sixteenth century; Pierre Debre, the narrator, and earnest young Huguenot fleeing religious persecution; Pierre the Red, an easy-going farm boy, and Pierre Gambi, a cheerful opportunist from the slums of Paris. For varying reasons, these three find themselves part of a colonizing venture sailing to Florida, one of the first attempts by the French to set up a permanent settlement in America. On arrival, each of the Pierres follows his own bent, and each savors in his own way the strange, exotic life of the New World. Through their eyes, we get a firsthand view of trading and war with the Indians, mutiny in the fort, farming and travel in a strange land, and many other unexpected difficulties and dangers with which the early settlers, here as elsewhere in the struggling new colonies, had to contend.

PARRINO, M. F. *Pack Transport and Pack Artillery*. New York 38: Queensland Publishing Company, 150 Broadway. 1956. 155 pp. \$5.50. There is the essence of a moving act of dedicated faith in this history of mules and muleskinners that is never lost in the wealth of practical detail which the author has assembled about the role of the mule in war and peace. Always the definitive study of one of the oldest methods of transportation in man's career, this account of the beginnings and growth of pack transport leaves no important feature of the mule as a beast of burden unexplored. With the accuracy of a good historian and with the affection of all soldiers who have practiced the art of using pack animals to support military operations, Major Parrino makes permanent the singular contributions of the pack mule in every age.

PETERS, M. *Going Places with Mathematics*. New York 11: Prentice-Hall, Inc. 1956. 372 pp. \$3.22. The need for mathematical training is not confined to draftsmen, engineers, scientists, and others who use mathematics in their daily work. If the average citizen is to be an intelligent participant in the world about him he must be able to interpret and use mathematical concepts and relationships. The aim of this book is to help the student who is not primarily interested in advanced study of mathematics to become a skilled interpreter of those mathematical ideas which he will meet most often in his life. This involves not only the ability to perform the ordinary arithmetic computations but also an enriched comprehension, on an elementary level, of commonly used algebraic and geometric concepts.

The material is written simply and informally and is generously illustrated with drawings and photographs. The main emphasis is on solving problems by the use of arithmetic analysis and manipulative operations. The blending of problem situations and related manipulative skill stresses the interdependence of analysis and manipulation. To acquaint the student with the broader aspects of mathematics such topics as symbolism and the formula, the equation, graphs, and indirect measurement are included. For those who need intensive drill, a systematic review of all basic arithmetic operations is provided at the back of the book.

PETERSON, J. A. *Education for Marriage*. New York 17: Charles Scribner's Sons. 1956. 455 pp. \$5.50. It is a paradox that, in an age when entry into even simple occupations necessitates some training and preparation, the initiation of the complex inter-relationships which constitute marriage is

often accomplished blithely and without much real forethought. Psychologists and sociologists have known for some time that there are basic cultural and personality factors—many of them largely unconscious—which operate to draw young people together, impel them into marriage, and determine their adjustment in marriage. Much as any young person may desire to make rational choice and find happiness in marriage, the degree of success will depend primarily upon the individual's background and personality configuration and not upon his or her ability to evaluate those traits in another which, theoretically, should contribute to a happy marriage. Consequently, in preparation designed to bring about a wise choice and a satisfactory marital adjustment, primary emphasis must be placed upon growth in the maturity and insight of the individual.

Education for marriage involves, then, not only a mastery of the facts provided by research, but also, equally important, the modification of attitudes and the recognition of membership in socio-cultural classes and groups with their various marital expectations. This book attempts to present both sociological and psychological data which might contribute to the process of growth. The sequence of chapters, the text material, and the exercises in self-analysis which follow the chapters have been planned with this development in mind. In this respect the book differs somewhat from previous books in the field; and its basic goals may be defined as follows: (1) to help the student develop a point of view toward pre-marital dating and sexual behavior that will contribute to and not diminish his or her chances for marital adjustment; (2) to help the student identify attitudes and expectations which he has taken over, largely unawares, from socio-cultural sources such as the romantic complex or ideal images, and to deal more objectively with these attitudes and their relation to wise marriage choice; (3) to contribute to the elimination of social and sexual inhibitions and to substitute wholesome acceptance of the physical opportunities of marriage and parenthood; (4) to help the student develop the ability to share emotions and ideas with his or her future mate; (5) to contribute to the growing ability of the student to make his own choices thoughtfully and to depend upon his own resources; (6) to share with the student an appreciation of the utility of the results of experience, case studies, and research regarding mating, and the problems—economic, recreational, in-law, religious, sexual, and reproductive—which have a bearing on adjustment in marriage; and (7) to share with the student an appreciation of the utility of the various counseling facilities which are available to him.

PHILLIPS, J. B. *New Testament Christianity*. New York 11: The Macmillan Company. 1956. 115 pp. \$2.25. To revive Christian ideals, the author believes that we need to understand the distinguishing marks, qualities, and roots of New Testament Christianity. His concern is for more than individual salvation, more than an organized Church. He cites as essential a worth-while cause to which we can willingly give adult loyalty and energy—the kind of “enormous energies and ingenuities” that Man has amassed in other areas of knowledge and problem-solving.

PINKERTON, KATHRENE. *Second Meeting*. New York 17: Harcourt, Brace and Company. 1956. 204 pp. \$3. Vicky Baird loved her isolated home at the head of a long inlet cut into the Alaskan coast. With her father Jeff, she had shared from the time she was very young a special feeling for the surrounding wilderness and its animal inhabitants. But, like her brothers who had struck out for themselves—Rod as storekeeper at Rampart Bay where the

fishing boats came in to stock up, and Spence running a mail and freight boat service up and down the coast—Vicky, almost eighteen, knew that she too must find her own way of life, and that it would mean leaving her parents.

Through her friendship with Philip Trent, a young artist who had visited Alaska for the first time two years before, and because of her knowledge of the Tlingit Indians and her ability as a photographer, Vicky was given an opportunity to join a scientific expedition to the Muir Glacier. This undreamed-of opportunity marked her first step into the larger world beyond Hidden Harbor. The members of the party included men of varied backgrounds and interests, and Gilda, the attractive daughter of wealthy Amos Craig, who was backing the expedition and on whose luxurious steam yacht they traveled. Phil had expected to find Vicky still the young girl she had been at their first meeting, but slowly he began to realize that she had changed considerably and so had his feelings for her. Before the summer of their second meeting was over, both Vicky and Phil knew that their friendship had deepened into love.

POHL, FREDERIK, and C. M. KORNBLUTH. *Presidential Year*. New York 3: Ballantine Books, 101 Fifth Ave. 1956. 187 pp. Paperbound, 35c; hardbound, \$2. A novel of the floodlit arena of American politics. A Ballantine book.

POLLARD, L. B. *Experiences with Foods*. Boston 17: Ginn and Company. 1956. 538 pp. \$4.32. In writing this book the author has been primarily concerned with the growth of the pupil as a person and the achievement of a happy life. The book is intended for high-school pupils beginning to study the planning, preparation, and serving of meals. It will be helpful in all types of schools since their programs have a sameness of purpose and procedure.

A wide range of needs has been considered: social needs, from the elementary and simple to the more formal and demanding; budgetary needs, from those of the family of quite limited means to those of the family who, spending generously, could spend more wisely. Resources of both urban and rural communities are recognized. This book provides a practical, well-integrated, family-centered course in foods at the secondary-school level. The present interests and responsibilities of pupils in their home and social contacts have been considered realistically. Pupils should, however, also know the basic principles of nutrition and of cookery, why certain practices are best, and how satisfying results may be accomplished. Making use of such principles and information in a series of carefully planned situations provides high-school pupils with a course that increases both skill and knowledge.

The chapters and the cookbook are designed to be used together, so that the principles learned may be put constantly into practice. Many cross references, charts and tables are furnished in the chapters, in the cookbook, and in the appendix. Teachers may encourage pupils to bring favorite recipes from home and use many other devices for securing valuable materials from homes, from the school, and from the community, thus giving reality to the pupils' work, ensuring their interest, and gaining the co-operation of their parents and, at times, of community groups. Helping a pupil to assist at home builds competence, as well as co-operation. A sense of integration, whether in co-operative effort or in dovetailing tasks to prepare a meal in a given time, is immensely important to the young person who is learning to plan and accomplish tasks responsibly. Constant emphasis on nutrition, on cookery principles, on the

factors of appropriateness, cost, and time is intended to develop such a sense of integration.

PRATT, FLETCHER. *Civil War on Western Waters*. New York 17: Henry Holt and Company, Inc. 1956. 255 pp. \$3.50. This is the story of the naval war on the Mississippi and tributaries, from the conception of the Confederate and Union river navies to the surrender of the ironclad *Missouri*, last warship to fly the Stars and Bars on western waters. Control of the Mississippi waterways was a keystone to the grand strategy of the war. The author shows in detail the opposite ways in which the two commands approached and worked out there campaigns for control. Beginning with possession, the Confederacy fought to maintain that possession—intrinsically a defensive attitude, which put heavy reliance on a string of riverside strongholds from the delta to Vicksburg; and the Confederate navy began more or less as an adjunct to fixed shore batteries. On the other hand, the Union command was forced to wage an aggressive war in enemy territory—its navy was intended not only to sweep the river system of Confederate craft but also to act as mobile siege guns, convoy protection, and artillery cover for amphibious and infantry operations. And behind these conflicting attitudes there was the continuing conflict within each command—the personal rivalries; the dockyard, supply, and manpower shortages; the shifting local pressures exerted by military developments: the unprecedented problems of fighting a kind of war that had never been fought before.

PUSEY, M. J. *Eisenhower the President*. New York 11: The Macmillan Company. 1956. 308 pp. \$3.75. This is a survey of the Eisenhower Administration during its first three years. In this independent appraisal of Eisenhower's record as president, Mr. Pusey tells the story of the president-elect's trip to Korea, the origin of the Atoms-for-Peace Plan, and presents an authentic account of the war that did not come off in Indo-China. It explains why each member of the cabinet was chosen, examines the relationship between the President and his official family, and provides a vivid portrait of the man himself. Here is much informational material which will help voters find answers to questions they will be asking themselves before going to the polls in November.

QUINN, J. A., and ARTHUR REPKE. *Living in the Social World*. Philadelphia: J. B. Lippincott Company. 1956. 544 pp. In this text the authors emphasize the normal aspects of social life and organization. Problems are discussed in connection with these basic principles; e.g., instead of laying stress upon the morbid and dramatic aspects of divorce and desertion, the pupils are introduced to a basic study of the institution of marriage. Normal aspects of marriage and the family, which have been traditional in American life, are emphasized. Naturally, when these traditional patterns are disrupted by new conditions of social life, we find disorganization resulting. Consequently, when marriage ceases to perform its basic function of affection and companionship or the family fails in its duty to the helpless child, we find that divorce and desertion increase. Likewise, the study of crime is treated in connection with the normal functioning of the institution of government, especially as a problem of conflicting social roles. In a similar fashion, immigration is discussed as a normal movement of population which results in a series of social problems.

The general objectives of this text are summarized as follows: to indicate the extreme importance of social relations in human behavior; to describe and interpret the basic characteristics of the social world; to give a well-rounded

and balanced view of social life; to indicate the importance of culture in analyzing human social relations; to furnish a perspective of cultural development; to develop an objective but sympathetic attitude toward social life and problems; and to introduce the pupil to the study of sociology.

ROSCOE, THEODORE and FRED FREEMAN. *Picture History of the U. S. Navy*. New York 17: Charles Scribner's Sons. 1956. 384 pp. (9" x 12"). \$12.50. The story of the American Navy, from the earliest days of the Revolutionary War to the twentieth century, is told here in a wealth of pictorial detail. The fighting ships, the fighting men, and the engagements they fought—they live again in the graphic illustrations and vivid descriptive text of this book. It covers all the wars, big and small. By means of pictures, plans, and detailed text, the book traces the evolution of every major naval vessel; and it recreates the life of the ordinary sailor. By presenting the rival captains and their warships facing each other on the page, this book gives the reader a dramatic view of both sides of the story in each war. Because the naval operations of more than a century are detailed in their historical context, the volume shows the enormous part played by sea power in the making of this country.

ROSE, REGINALD. *Six Television Plays*. New York 20: Simon and Schuster, Inc. 1956. 315 pp. \$3.95. No one with a pair of eyes and a television set can be unaware of Reginald Rose. His plays have been considered by both professional experts and an enthusiastic public to be in the first rank of the new sort of writing being done by that new form of writer—the television dramatist. He received Variety's special Writer Award in television for 1954-55.

This selection of his best plays is presented because it is believed that they make exciting and rewarding reading, and because television drama of this quality deserves permanence.

ROSSITER, CLINTON. *The American Presidency*. New York 17: Harcourt, Brace and Company. 1956. 185 pp. \$2.95. The "greatest job in the history of the world"—the American Presidency—was defined 169 years ago by the Founding Fathers in four short paragraphs—a mere 320 words. Remarkable forces and even more remarkable men in the intervening decades have expanded, modified, and implemented that original definition, as Clinton Rossiter relates in this book. Here are vital facts—and equally vital questions—that must claim the attention of every citizen of this republic. What are the prerogatives that comprise the President's enormous powers? What are the safeguards that keep the Presidency this side of dictatorship? Who were the greatest Presidents, who the near-great, who the almost failures, and why? What is the future of the Presidency? Are there measures of reform worthy of consideration? These are some of the questions answered by this book.

SCHEALER, J. M. *Zip-Zip and His Flying Saucer*. New York 10: E. P. Dutton and Company, Inc. 1956. 118 pp. \$2.50. It is not surprising that Randy Riddle finds his new friend impossible to explain to his family. The strange boy with no ears and a round head topped with a yellow plume is difficult to explain even to himself. When Randy adds the details of the boy's having arrived in a flying saucer, Mr. Riddle explodes. Worried and exasperated at having neglected to order a steam shovel from Chicago for an important construction job, his father finally quiets Randy and forbids any further discussion of such nonsense as boys without ears and flying saucers.

Randy persuades his brothers, Tom and Sparky, and his sister, Bonnie, to go with him to the abandoned farmhouse where first he encountered the strange

boy. Their teasing banter becomes awed silence when they meet the enchanting stranger, Opedoxtromeldee. Randy has proved his point with vengeance! The boy's conversation is interspersed with sputtering little "zips" as his excess energy is released, and the delighted Riddles nickname him "Zip-Zip." It is only after they have gained his confidence that he shows them his flying saucer.

SCHOOR, GENE. *The Pee Wee Reese Story*. New York 18: Julian Messner. 1956. 190 pp. \$2.95. The story of Pee Wee Reese is more than the story of a great ball player. It is the warm, human story of one of the most beloved big league stars and his teammates: Pete Reiser, Duke Snider, Dixie Walker, Jackie Robinson, Johnny Podres, Gil Hodges, Roy Campanella, and Don Newcombe. It is also the exciting story of the greatest era in the history of the Brooklyn baseball club, culminating in the winning of their first world championship in 1955.

SCHRAMM, WILBUR; VIRGINIA COSTADASI; J. K. DUNN; and MELISSA MINER. *Adventures for Americans*. New York 17: Harcourt, Brace and Company. 1956. 736 pp. This is the fifth book in Track 2 of the "Adventures in Literature Series" published by this company. The other five books in this Track 2 series are *Adventures for Readers*, Books I and II; *Adventures for Today*; *Adventures in Living*; and *Adventures in Modern Literature* (reviewed above). It is divided into five major parts—"A New World" (1600-1800), "America Grows Up" (1800-1850), "The Nation in Peril" (the Civil War period), "The Years of Change" (1850-1914), and "America Today." It is the story of America, told by the writers of the time as well as by our present-day writers. It starts with the perilous beginning of our nation and progresses to our present day. This story is told by the men and women who have written the literature of our country. Here through literature we learn about our early settlers, our struggle for independence, the sea frontier, the western frontier, the literary frontier, the struggle over secession and slavery, Lee and Lincoln, poets of the new age (Walt Whitman, Sidney Lanier, and Emily Dickinson), the last of the land frontier, the industrial frontier, and modern American writers.

Vocabulary building and the development of general reading skills are given special attention. Separate exercises at the end of many selections provide studies in vocabulary building and reading development skills, including the learning of the meanings of words through context; studies of prefixes, suffixes, and roots; and learning to read for detail.

In addition, words that may not be familiar to the students are defined and pronounced in footnotes at the bottom of the pages on which the words appear. The pronunciation of a word is shown in parentheses after the word, according to a simple, "sight" system—each syllable is spelled as it sounds, and the accented syllables appear in capital letters. Footnoted words are marked in the text with a small circle (°) in poetry or with a small number (¹) in prose. Also a glossary, beginning on page 706, contains many additional words to which the reader might wish to refer.

Finally, there is available a reading development booklet, *The Reading Workshop with Tests for Adventures for Americans*, containing an intensive reading development program beyond the scope of the text, including tests based on selections in the text and reading skills exercises based on independent material. Included also is a glossary and an index of authors and titles. The

book has an attractive cover and includes pictures in color and in black and white within the text material.

SCOTT, R. L., General. *God is My Co-Pilot*. New York 3: Ballantine books. 1956. 216 pp. Paperbound 35c. This is the personal narrative of a man who has had one of the outstanding careers in American aviation. A Ballantine book.

SIGLEY, D. T. and W. T. STRATTON. *Solid Geometry*. New York 19: Dryden Press. 1956. 207 pp. \$2.60. This book has been extensively revised. Several additions have been made to the text, and much of the material in the earlier edition has been reorganized. Chapter 11, "Symmetry and Solids of Revolution," is entirely new, and a discussion of Euler's theorem has been added. A summary of theorems from plane geometry has been included in Chapter 1, "Review of Plane Geometry," and line drawings have been added to illustrate the mensuration formulas presented in that chapter. The exercises have been revised to eliminate ambiguities and tedious numerical computations, and the answers to all exercises have been collected in a section at the end of the text.

The illustrations are entirely new. Many of the three-dimensional figures have been shaded in order to assist the perception of depth and perspective; some are presented in both shaded and pure-line renderings. On the other hand, many of the drawings have been left unshaded in order to provide the student with ample experience in interpreting this type of representation of three-dimensional configurations. For theorems for which proofs have not been included, the instructor may wish to present the theorems as universal truths for the student to learn, with no special attention paid to the method of proof, or he may prefer to require the student to construct the proof of each theorem. For the benefit of students in classes in which the second plan is followed, hints on the method of proof accompany many theorems.

SMITH, R. R., and J. F. ULRICH. *Plane Geometry*. Yonkers 5: World Book Company. 1956. 544 pp. \$3.84. Its stated aims—to teach demonstrative geometry as a system of reasoning, emphasizing the development of logical thinking, and to build practical understanding of the principles and uses of geometry—reflect sound present-day educational thinking. Equally important, of course, are the procedures employed by the authors to achieve their objectives. For example, in an effort to prevent memorization without understanding, a sizeable introductory section deals with subject matter that is familiar to young students. There is a gradual change from conclusions based on measurement. Exercises have been provided in making simple deductions with both geometric and non-geometric material before the student writes formal proofs. The authors' choice of theorems and methods of proof should add further to the value of the text.

Other branches of mathematics have been used in an attempt to enhance functional competence. Thus proofs may be completed either by algebra or by numerical examples and analysis, according to differences in ability. A series of exercises called "Maintaining Basic Meanings and Skills," should help to maintain skill in the arithmetic and algebra of the lower grades. Better students will be challenged by extra exercises and by the more difficult "Problems for makers." For slower students many of the geometric relationships have been postulated to allow more time for other work.

The teacher will also be interested in some of the special features that should help to stimulate student interest; namely, the application of geometry to

modern technological advancements, the use of color as an aid to visualizing diagrams and text material, chapter introductions to provide an overview of the course, and chapter summaries and tests to enhance understanding.

SNYDER, MARTY, and G. D. KITTLER. *My Friend Ike*. New York 16: Frederick Fell, Inc. 386 Fourth Ave. 1956. 237 pp. \$3.50. This is a personal account of the President as only a friend of long standing can tell it. Here are intimate glimpses of Eisenhower—showing how to milk a cow in Normandy, discussing the price of a dress with Mamie, entertaining at Morningside Heights. And here is the behind-the-scenes picture of how a General became a President.

Mess Sgt. Marty Snyder was convinced, that summer in 1941, that he would like to work for an unusual officer—Lt. Col. Dwight D. Eisenhower. Snyder got his chance a year later in London, and in many different ways he has been working for Ike ever since. The relationship between Marty Snyder and Eisenhower did not end with the war. The better Marty grew to know his General, the more he was convinced that Eisenhower should be the next President. Marty campaigned for him as early as 1948, and was a prominent figure in the campaigning of 1952. Here is the full story of that campaign—from the first Madison Square Garden rally, through the primaries, the hotly contested convention, and on to election night. Since that victorious evening, the Snyders have visited the Eisenhowers frequently at the White House.

SPRAGUE, ROSEMARY. *Heir of Kiloran*. New York 3: Oxford University Press. 1956. 220 pp. \$3. When Percy MacNeill and his older brother, Ronald, came to Florence, they had but one mission: find the Heir of Kiloran, if there was one. Long before, their grandfather, the MacNeill of Kiloran in Scotland, had disinherited their uncle, who had then gone to France to seek his fortune. There he married, but what had become of his wife after his death no one knew. Nor had Percy and Ronald been able to find out in Paris whether or not their uncle had left a child—the child who would be the Heir of Kiloran since their grandfather had repented and wanted to make amends.

Their search led them to Florence and the young Scotsmen arrived during exciting times. Soon they found themselves in the midst of the brilliant social life of the de Medicis. The first evening, they attended the celebration of Maria de Medici's marriage to Henri, King of Navarre and France. There Percy met the lovely Gioia, who captured his heart. The complications that follow make the story of their love and the search for the heir a thrilling one.

STERN, G. B. *For All We Know*. New York 11: The Macmillan Company. 1956. 256 pp. \$3.50. This book is the chronicle of a family of brilliant eccentrics, in the tradition of the author's earlier "Matriarch" series of novels. Young Gillian Aylesford, a member of the "failure" branch of the family tree, was both fascinated and irritated by the dazzling array of relatives who represented the "celebrity" side of her family. At the age of fourteen, she began taking notes for her biography of the most famous family in the world and, in the years that follow, she works out her own relationships with the members of this unique clan, eventually producing a family history which is somewhat of a shock even to herself.

STURGIS, A. F. *Sturgis Standard Code of Parliamentary Procedure*. New York 36: McGraw-Hill Book Company, Inc. 1950. 294 pp. \$3. Here is a handbook of parliamentary procedure that is completely modern, comprehensive, authoritative, and easy to use. In simple and logical manner, it presents all the rules of modern parliamentary law for all organizations, clubs, civic

groups, and governing bodies. The first part of the book discusses principles of procedure and general rules: order of business, presentation and precedence of motions, methods and procedure of voting, etc. Part II explains how to set up new organizations, how to write its constitution, by-laws, and standing rules, the duties of officers and committees, the rights of members, etc. Part II is a detailed reference guide to motions.

THRALLS, Z. A. *The World Around Us*. New York 17: Harcourt, Brace and Company. 1956. 480 pp. \$4.20. This is a textbook for junior high-school courses in geography. The book is organized around climate or total natural environment. It integrates reading with pictures and uses simple, non-technical language in its discussion. The material is divided into 9 major units—Rain and More Rain; Half Wet, Half Dry; Hot, Dry, and Dangerous; Sunshine for Sale; Warm, Moist Lands; Green and Busy Lands; Lands of Four Seasons; Where Water is Life; and Land Around the Poles. Each unit is accompanied by a series of maps (113 of them) related to the subject under consideration. In addition, it lists in the back of the book population data of cities of the world that have over half a million population; also a glossary of words and an index. Many of the pictures and maps are in color. When geographical terms are first introduced, they are italicized, pronounced, and defined. The cover of the book is attractively done in color.

TREASE, GEOFFREY. *The Young Traveler in Greece*. New York 10: E. P. Dutton and Company. 1956. 192 pp. \$3.50. Nicola Wharton, daughter of an American college professor, is on her way with her parents to spend six months in Greece. On the boat she meets Martin Murry, son of an English newspaper man, who has accompanied his father on an assignment. In spite of their very different backgrounds and Martin's shyness, the children become friends. Nicola discovers that Martin's education has been sporadic and neglected, but her own bubbling enthusiasm for everything Greek finally infects him and stimulates his interest.

Since the two families are traveling their separate ways, the story itself divides to follow each. Thus, Greece is seen from two entirely different viewpoints. Martin's Greece is the practical and the modern, influenced occasionally by Nicola, who sees everything in reference to its classical background. All the landmarks of Homer's Greece are here, seen anew through the eyes of the young boy and girl—the Island of Corfu, the Parthenon and Acropolis, Lycettus. They camp out at Arachova, after visiting Delphi. There is the wonder of the Greek Easter celebration and trips to Salonika and the islands of Crete, Knossos, Thera or Santorin, Rhodes, Myconos, and Piraeus.

TREASE, GEOFFREY. *The Young Traveler in India and Pakistan*. New York 10: E. P. Dutton and Company. 1956. 192 pp. \$3.50. Robert's year in England with his cousin, Carol Woodstock, and his Uncle Bob surprisingly includes a trip to India when Mr. Woodstock is assigned the planning of a documentary film. Starting in Bombay, with its modern apartments contrasting with the Towers of Silence, where the Parsees leave their dead, the Woodstocks travel by bus, car, and train, absorbing the atmosphere of India. As they meet various representative people, Mr. Gupta, the westernized film director in Bombay, Tam MacIntyre, a Scotsman in the shipping business, Veera, an emancipated young girl in Madras, and "Ginger Whiskers," an old army friend of Mr. Woodstock's, in Lahore, their most vivid impression is the tremendous part religion plays in the life of India and Pakistan. Even the tensions of modern politics seem to be the result of religious tensions. Pach-

marhi, the hidden village of the pygmie Korkus; Hyderabad with its elderly Nizam, the "richest man in the world"; Calcutta, where Robert and Carol have a terrifying experience; Siliguri, Ghoom, Darjeeling, and breathtaking Kangchenjunga; Benares with its pilgrims, New Delhi, Kashmir, and Lahore.

TREVOR, ELLESTON. *Squadron Airborne*. New York 11: Macmillan Company. 1955. 255 pp. \$3.50. A fighter station in the south of England provides the setting. We see the ground crew working feverishly to get the planes into the air when the alert sounds and then waiting, as the agonizing tension mounts, for the safe return of the squadron. These earthbound men and women are as integral a part of the epic as the pilots themselves, whom we accompany on their missions, spotting and swooping on their chosen targets, churning in a thrumming frenzy of aerial combat, each man alone yet united with the others in his singleness of purpose and the immense weight of his joint responsibility. Squadron Leader Mason is a veteran flier whose job it is to know his men better than they know themselves, anticipating their weaknesses, exploiting their strengths, enabling them to bear the tremendous strain under which they must live and fight and try to stay intact, in order to fight again.

TUSSELL, A. H. *Rapid Calculations*. New York 11: Emerson Books, Inc. 1956. 287 pp. \$2.95. This book shows that work with figures can be speeded up through the use of simple short cuts and the elimination of needless number juggling. Saves time and drudgery. Covering a wide range, from simple arithmetic on up, the instructions given can be applied to an endless variety of activities. The book will be found especially valuable for executives and administrators, engineers and scientists generally, stock market traders, doctors and druggists, bookkeepers and accountants, and for workers in hundreds of other occupations that involve number calculations. Not least, the average person will find he is enabled to check his accounts more quickly, more accurately, and with infinitely less bother.

VAN DE WATER, F. F. *Wings of the Morning*. New York 3: Ives Washburn, Inc. 1955. 335 pp. \$3.95. This is the story of Job Aldrich who moved north from Massachusetts in the fall of 1774 to claim his dead brother's land in southeastern Vermont. It was a splendid tract, and Job with his Quaker upbringing wished only to farm, raise a family, and live in peace. However, he immediately became embroiled in eastern Vermont's dispute with New York over the authority of its courts and was twice thrown into jail on trumped-up charges of resisting it. After brutal treatment at the hands of the sheriff, he escaped with the help of Dummerston friends. Gradually he became convinced he could not remain aloof in such a basic struggle for freedom and joined his neighbors with an increasingly strong faith in their cause. And all the while another difficult choice confronts him between his love for beautiful Melissa Sprague and a growing awareness of the warmhearted Silence Thayer.

WALKER, J. W. *National Gallery of Art, Washington*. New York 17: Harry N. Abrams Inc., 10 E. Forty-fourth St. 1956. 60 pp. (11" x 15"). \$5.95. This book—really a kind of large, bound portfolio—is the first of a new series which is being published on the great museums of America and Europe. Fittingly enough, the first volume presents our own National Gallery of Art, in Washington—the youngest of the major museums of the world. The Gallery has just begun the celebration of its fifteenth anniversary. In its short life, it has established itself among the very greatest museums of the world. This new publication, in its way, is a festive appreciation, planned to give the public an

introduction to a wide variety of representative masterpieces in this treasure-house which is the nation's own.

John W. Walker, chief curator of the National Gallery of Art in Washington, wrote the text, which tells the story of the Gallery's creation and growth. He selected the 24 paintings which are reproduced in color, as well as the 65 which appear in two-tone, black-and-white. Each painting has an individual commentary. Thus, combined in this new book are the highest authority, great paintings, a magnificent institution; the result is a handsome and useful production. This book will be followed by similar books on the Prado, the Metropolitan, the Louvre, the Art Institute of Chicago, the Uffizi, the Pitti, etc.—all written and selected by the directors or chief curators. Serving as introductions to the great museums, these books will also add up to a wonderful pageant of great paintings of the world.

WALLBANK, T. W. *Man's Story, World History in Its Geographic Setting*. Chicago 11: Scott, Foresman and Company. 1956. 768 pp. \$4.48. Up-to-the-minute events play an important part in this revised edition. The text now includes such recent developments as the Eisenhower administration, the Khrushchev-Bulganin regime in the U.S.S.R., the Geneva conferences, Austrian independence, the Mau-Mau problem in Kenya, and current conflicts in the Middle East. Special emphasis is given, in the final chapter, to an analysis of the "three worlds" confronting one another today—the Western nations, the Communist nations, and the "uncommitted" nations.

In keeping with its treatment of geography as a vital factor in history, this text adds a 16-page historical map section, bound into the front of the book for easy reference. The nine full-color maps highlight key areas of the world, from the ancient civilization of the Near East to the Holy Roman Empire in Europe; from Africa at the turn of the century to modern South America. It also includes spot maps, time lines, photographs, cartoons and study aids, annotated reading lists, and audio-visual aids listings and ten geographic settings.

To increase their usefulness in the classroom, the end-of-chapter study aids and review materials have been revised. New review questions have been added for each chapter, as well as a "Time Guide" of important dates, topics for additional research, and a list of films and recordings. The book retains many of the important features that made the previous edition popular with students and teachers; for example, the special geographic settings, the unit overviews and chapter previews, the wealth of photographs and picture-stories, the "Hy Story" cartoons, and the time lines, spot maps, and other aids planned to help students understand the parallel march of events in all parts of the world. Bound in a dramatic new cover, up to date in content, brightened with color, and sparked with new maps and study aids, this revised edition should have increased appeal and usefulness in world-history classes.

WEAVER, STELLA. *The Stranger*. New York 14: Pantheon Books, Inc., 333 Sixth Ave. 1956. 252 pp. \$2.75. Edmund and Emily live with their mother, a widow, in a cramped apartment in London. The holidays bring them to Ireland to stay with an aunt. Here, to his great surprise, Edmund learns that he is heir to quite a large property. But everyone is reluctant to talk about it. Edmund has to find out the secrets of "Donarink," as his property is called. In this he is both helped and hindered by a sister who will remind many a boy of the more irritating traits in sisters of his own. She is apt to get into trouble, and she tries to tag along where she will be dreadfully in the way.

In the wild mountainous country, the children make surprising discoveries and meet some very remarkable characters. In the end, Edmund, in spite of his sister's help, manages to unravel the mystery, and to make it possible for the family to return to his father's childhood home.

WEBB, NANCY and J. F. *The Hawaiian Islands: from Monarchy to Democracy*. New York 17: The Viking Press. 1956. 273 pp. \$3.95. This book tells the dramatic story of an ancient people, isolated for centuries, who were suddenly swept into a world of expanding commercial and colonial enterprise. It tells of the coming of the first New England missionaries, bringing the influence of Western ways of living, learning, and belief to the cheerful, pagan Islanders; of the arrival of ships from far places—England, Russia, France—carrying men on missions of friendship or intent on exploiting the Islands as sources of wealth or as strategic outposts of empire. In little more than a century, the Hawaiian people were forced to accomplish what less isolated countries had taken centuries to achieve: national identity, a modern form of government, social balance, and economic stability. The story of this accomplishment is one of the most fascinating in the whole of the world's history.

WELLMAN, M. W. *To Unknown Lands*. New York 11: Holiday House Book. 1956. 202 pp. \$2.75. When Columbus set sail for Spain after his first voyage to the New World, he left behind him a fort and a handful of men to garrison it. Returning a year later, he found the fort destroyed and the men vanished. What happened to them? What might have happened to two of them is the fascinating theme of this book. The adventures of Tall Arthur Lake, the young English bowman, and Irish Willy, his red-haired companion, are purely imaginative, but more plausible than many actual accounts of the time. Their wanderings through the West Indies, their arrival in Yucatan, their life with Maya and Aztec are so vividly told that the reader feels that he, too, is moving among the strange wonders and people of the New World.

WELLS, HELEN. *Introducing Patti Lewis, Home Economist*. New York 18: Julian Messner, Inc. 1956. 190 pp. \$2.75. Patti Lewis counted up her talents—nice looks, a knack for making friends, a gift for cookery. How could these lead to a rewarding career? Being a home economist seemed the answer, so Patti went to school and, after a succession of jobs in the vast food industry, she was put in full charge of the test kitchens at Mid-West Flour Mills.

Inventing new recipes, giving parties for important visitors in her gleaming kitchen, traveling to various cities to introduce new Mid-West products, demonstrating, broadcasting, dealing with women coast-to-coast, these proved challenging and rewarding. But the most challenging part of the job was convincing her boss that the feminine viewpoint was necessary to the success of the company—and making him see her as a woman with charm and wifely attributes, not just a person with skill and imagination with foods.

WILLSON, D. H. *King James VI and I*. New York 17: Henry Holt and Company, Inc. 1956. 480 pp. \$6. James the Sixth of Scotland and First of England was a baffling combination of learning and folly, shrewdness and pedantry, lofty aspirations and contemptible practices; and his interests ranged widely among theology, natural history, poetry, hunting, and witchcraft. To date these eccentricities and contradictions have defied the efforts of biographers to reconcile them credibly, readably. Now Professor Willson fills the void with a life that is at once substantial, fascinating, and witty—a life that defines James not as a buffoon in purple but as a man of intelligence, whose effectiveness was sapped by habit, fixed ideas, and important flaws in character.

WITHERS, CARL and SULA BENET. *Riddles of Many Lands*. New York 16: Abelard-Schuman, Inc. 1956. 160 pp. \$2.75. Here are over seven hundred delightful riddles and riddle stories from most of the countries of the world, with an entertaining and scholarly introduction by the author. All are authentic folk riddles, gathered from friends, field-work, and printed collections in many languages. Younger children will love them as riddles, and will be happy to find so many amusing new ones to use in confronting their friends and elders. The book is divided into six major divisions: North America, South America, the British Isles, Europe, Africa, and Asia and Oceania. Within each appear the different countries or regions, such as the United States, Canada, Mexico, Cuba, Haiti, and Puerto Rico for North America, with some surprising sub-divisions, such as the Comanche Indians.

WORLINE, B. B. *Sod House Adventure*. New York 3: Longmans, Green and Company. 1956. 157 pp. \$2.75. The family is a warm, strong unit in this story of early Kansas. Phoebe and Hartley Dawson, standing in the windmill, don't know what exciting adventure that speck on the prairie horizon is bringing them. Father has gone for supplies with the wagon train, and now that Mother must respond to a call for help, they are to be left alone in the sod house. The little ones are to be cared for, the animals fed, all the dangers faced. Well, Hartley isn't going to take orders from any old girl like Phoebe! As for her, she never saw before how much work mother must accomplish.

It isn't easy, yet Hartley acts as wise as Father when things get too much, and Phoebe manages somehow. There is the fun of candy making, an impromptu party. Little sister Tessie takes a long step forward in helping Phoebe. They tend the animals and are snug even when the blizzard strikes. But in the coldest, darkest reaches of the snowy night, a knock sounds on the door. The children are afraid. Long, long afterward when the new wooden house is up and Phoebe is facing brand-new problems, such as going to school, Indians come riding. They are bringing a surprise for youngsters who bravely opened a sod-house door in welcome one terrible night.

#### Pamphlets for Pupil-Teacher Use

American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington 6, D. C. Publications of:

*A Forward Look in College Health Education*. 1956. 54 pp. \$1. A report of the National Conference on college health education held in Washington D. C., January 8-10, 1956.

SANDELL, PERRY. *Teaching Dental Health*. 1956. 32 pp. 75c. This colorfully illustrated pamphlet is the first of a new series in health education, physical education, and recreation prepared by a Joint Committee of the American Association for Health, Physical Education, and Recreation; and the Classroom Teachers, Departments of the National Education Association. Designed for the elementary-classroom teacher, the booklet presents the basic principles and problems of dental health and outlines the desirable elements of a dental health teaching situation for (a) first, second, and third grades, and (b) fourth, fifth, and sixth grades. Includes sources for dental health materials.

SMITH, J. W. *Outdoor Education*. 1956. 32 pp. 75c. This colorfully illustrated pamphlet is the third of a new series in health education, physical education, and recreation prepared by a Joint Committee of the American Association for Health, Physical Education, and Recreation; and the

Classroom Teachers, Departments of the National Education Association. It gives the elementary-school teacher essential information about this important phase of education and shows how to relate it to the rest of the school program. The five chapters discuss (1) the importance of outdoor education (2) taking the class out-of-doors (3) laboratories for schools (4) school camping, and (5) resources for outdoor education.

STUART, F. R. *Classroom Activities*. 1956. 64 pp. \$1. Suggests activities that may be taught and enjoyed in the elementary classroom.

*Annual Report of Columbia Broadcasting System*. New York 22: Columbia Broadcasting System Inc., 485 Madison Ave. 1956. 72 pp. Report to stockholders for the fiscal year ended December 31, 1955.

*Annual Report of the Delaware Department of Public Instruction*. Dover: State Department of Education. 1956. 213 pp. The State Superintendent's annual report for the year ending June 30, 1955, covering all phases of operation.

Association of American Railroads, Transportation Building, Washington 6, D. C. Free publications from:

*American Railroads, Their Growth and Development*. 32 pp. A history

ANDERSON, DONALD. *Prophets of the Rails*. 2 pp. A radio script. of American railroads.

*Carrying the Story of Railroads to America's Classrooms*. 4 pp. A description of free material available from the Association of American Railroads.

*Quiz on Railroads and Railroadng*. 1956. 64 pp. Contains 316 questions and answers about railroads and railroadng.

*Railroad Transportation-Teacher Kits*. Composed of 58 pictures (8½" x 11") and two booklets: *The Stories Behind the Pictures* (70 pp.) and *Teacher's Manual* (56 pp.) covers many phases of railroad transportation.

VAN FLEET, Gen. J. A. *Rail Transport and the Winning of Wars*. 1956. 79 pp. A survey reviewing the role of railroads in national security, based upon both personal observation and recorded experience of the effect of rail transport, or the lack thereof, on the outcome of campaigns and the winning of wars.

BACKMAN, A. E. *Consumers Look at Burial Practices*. St. Cloud, Minn.: Council on Consumer Information, State Teachers College. 1956. 40 pp. 50c. Present the issues objectively in order to help the person arrive at his own decisions and opinions.

BEGLEY, Capt. J. L. *So You're Going in the Army*. Harrisburg, Pa.: Military Service Publishing Company, Telegraph Press Building. 1956. 183 pp. \$1.95. This book was especially prepared for the many young American boys who face the prospect of entering military service. It contains a wealth of valuable information on how young men can best adjust to army life, their new associates, and their military training. It includes hundreds of tips on army procedures, customs, courtesies, opportunities, and training that will help save many embarrassing moments. The text is well-illustrated and it covers all aspects of army life—training, officers and noncoms, exchanges, guard duty, sick call, inspection, barracks, and mess—to list but a few. Most of the subjects will be of extreme interest to parents since they give a true picture of what their son will encounter on active duty.

The advice contained in this book was written by an expert. Captain Begley, West Pointer and Korean combat veteran, spent over three years training re-

cruits at one of the largest training centers in the country. Here he gained a firsthand knowledge of the life and problems of new recruits and saw the great need for a good book that would answer the many problems facing these new men.

Birk and Company, Inc. Publishers, 270 Park Ave., New York 17, N. Y., Publications of (1955. 16 pp each. 12c per copy, plus postage; special quantity price to schools. Single copies free to teachers. Minimum order, 20 copies.):

CASSILL, R. V. *The General Said, Nuts!* The booklet's narrative is woven from the popular and familiar sayings that have been handed down from generation to generation.

LA FRANCE, ERNEST. *Tested Methods for . . . Simplified Housework.* The Wayne University Home Economics Department on a grant from the Michigan Heart Association spent several years applying the principles of time and motion study to housework. "Simplified Housework" represents the best of the tested methods that evolved from this research. The booklet shows how to avoid unnecessary walking, bending, and lifting in the kitchen. It demonstrates with text and diagram how to achieve proper work levels, etc. It also describes the latest tools that are time-savers and step-savers.

FISHER, R. M. *Talk About the Weather.* This is a brief and easy-to-understand explanation of the weather phenomena and its day-to-day variations. In addition, the stunning photographs of cloud formation and the explanations of their significance help anyone predict tomorrow's weather.

BOWEN, Vice Admiral H. G. *The Edison Effect.* West Orange, N. J.: Thomas Alva Edison Foundation, Inc. Main St. at Lakeside Ave. 1951. 72 pp. The story of Edison's discovery and its resulting uses.

*Building Faith in Education.* Lexington: Bureau of School Service, College of Education, University of Kentucky. 1956. (March) 96 pp. \$1. Proceedings of the Thirty-second Annual Educational Conference and the Twenty-first Annual Meeting of the Kentucky Association of Colleges, Secondary and Elementary Schools at the University of Kentucky.

Bureau of Research and Service, College of Education, Michigan State University, East Lansing, Michigan. Publications of:

*Collecting and Preserving Specimens for Use in Teaching Agriculture.* 1956. 24 pp. 50c. This booklet brings together information on the preserving of specimens for instructional purposes in agriculture and biological sciences at the high-school level. It includes suggestions and formulae for preserving specimens of forest trees and forest products; forages, weeds and grains, insects, animal parasites, and soil profiles.

*Fostering General Education in the Community College.* 1956. 12 pp. 25c. A bulletin which emphasizes the importance of general education in the community college; indicates the essentials of such education; and gives suggestions for developing a general education program. It includes a selected bibliography of recent material bearing on the problem.

*Reporting the Results from Your Educational Studies.* 1956. 12 pp. 30c. This bulletin is designed to assist local school districts in interpreting study results to the community. It includes suggestions for presenting both written and oral reports, and lists resource people who may assist.

*What is Involved in Conducting a School Plant Study?* 1956. 20 pp.

35c. A guide for local school districts undertaking school plant studies. This bulletin is especially designed for use by superintendent of schools and lay citizen groups. Included are an outline for the study, a checklist, an organization chart, and a list of sources of help.

CAHN, EDMOND. *Can the Supreme Court Defend Civil Liberties?* New York 3: Sidney Hillman Foundation, 15 Union Square. 1956. 20 pp. Free. Discusses the disagreement in philosophy of the court when it comes to civil liberties.

*California Test of Mental Maturity, Summary of Investigations Number Three.* Los Angeles 28: California Test Bureau, 5916 Hollywood Blvd. 1956. 30 pp. Reports conditions essential to the effective use of the test as well as the specific research finding as to the test's reliability, validity, and up-to-dateness of the norms.

*Choosing a Career in Journalism.* College Park: Department of Journalism and Public Relations, University of Maryland. 1956. 32 pp. Contents include the broad scope of the field of journalism, working conditions and pay, personal qualities and qualifications, job descriptions, and choosing a school of journalism.

*The College Entrance Examination Board.* Princeton, N. J.: College Entrance Examination Board, % Educational Testing Service, P. O. Box 592 or P. O. Box 27896, Los Angeles, Calif. 1955. 121 pp. 50c. The 54th report of the Director of Actions and events of special interest which came within the year 1955 of the Board.

*Competition in World Trade Today: The Major Influences.* New York 17: United States Council of the International Chamber of Commerce, Inc., 103 Park Ave. 1956. 24 pp. Free. States briefly the major influences affecting competition in world trade today.

CURRY, N. J. *The American Motor Transport Industry.* Cambridge 38, Mass.: Bellman Publishing Company, P. O. Box 172. 1956. 40 pp. \$1. This is one of a series of monographs in the Vocational and Professional Monograph Series. Each pamphlet includes material on the history of the occupation industry, qualifications for employment, training required, methods of entry, opportunities for advancement, earnings, general trends in the occupation or industry, and sources of further information.

Department of the Navy, Washington 25, D. C., Publications available free to schools from:

*Annapolis.* 76 pp. Describes the college which specially prepares a young man for a career in the United States Navy and tells how he may gain admission to it—the United States Naval Academy at Annapolis, Maryland.

*Answers to Your Questions about Wave Officer Opportunities.* 8 pp.

*Be a Navy Nurse.* 4 pp. Description and requirements.

*Builders of Faith.* 16 pp. Describes the work of the chaplain.

*Career Plotting Sense.* 32 pp. Opportunities in the navy as a career.

*Careers for Women in the Armed Forces.* 48 pp. Describes opportunities.

*Facts about Your Naval Reserve.* 6 pp.

*Hook up with Naval Aviation.* 6 pp.

*Life in the United States Navy.* 46 pp.

*Musical Career with the United States Navy.* 20 pp. Describes the program and requirements to enter.

*The Navy Airman.* 12 pp.

*Navy's Material Helps Keep Them in School.* 4 pp. Information for principals, teachers, and counselors.

*Paging You.* 16 pp. Information about the Waves, including what they do, training, pay, clothes, etc.

*Serve God and Country.* 6 pp. Description and requirements to be a chaplain in the Navy.

*Stay in School.* 32 pp. Encourages youth to complete high school.

*Take'er Down.* 20 pp. About the submarine Reserve.

*U. S. Navy Career Women.* 32 pp. The story of the Waves.

*Wear Navy Wings of God.* 20 pp. Description and requirements to be a naval aviator.

*Who's Too Old.* 22 pp. About the Seabees.

*Women in the Navy.* A poster.

*You Can Help.* 28 pp. The story of the Navy nurse.

*You in the U. S. Navy.* A poster.

*Dismissals in Cherokee County, South Carolina.* Committee on Tenure and Academic Freedom of the National Education Association of the United States, 1201 Sixteenth St., N. W. Washington 6, D. C.: 1956. (March) 11 pp. A report of an investigation the Committee on Tenure and Academic Freedom made this year in South Carolina.

DULLES, J. F. *The Institutionalizing of Peace.* Washington 25, D. C.: The Department of State. 1956. (April 25) 18 pp. Free. An address by the Secretary of State.

DURRELL, D. D., and L. J. SAVIGNANO. *Classroom Enrichment Through Pupil Specialties.* Boston 15: Boston University, School of Education, 332 Bay State Rd. 1956. (February) 31 pp. \$1; on subscription basis for this *Journal of Education* (4 times a year) \$3. Presents some of the values which may be derived from specialties, classroom techniques, and topics which lend themselves to specialties, and the results of an experiment emphasizing pupil specialties in twelve intermediate (grades 4, 5, and 6; 350 pupils) grade classrooms. Also available from the same source is the December 1955 issue of the *Journal of Education* on "Adjusting to Individual Differences in English" (68 pp., \$1.) by Olive S. Niles and Margaret J. Early. Composed of chapters on "Reading Skills," "Uses of Reading," "Writing Skills," "Listening," and "Opportunities for Enterprise in Teaching English"—all on high-school level. A third issue (April 1956, 43 pp. \$1.) is devoted to "Forecasting Juvenile Delinquency" by William C. Kvaraceus.

ECKEL, HOWARD, and PAUL COOP. *An Experiment in Teaching Educational Administration.* Lexington: Bureau of School Services, College of Education, University of Kentucky. 1955. (September) 56 pp. \$1. Describes an experiment in this area.

EDWARDS, T. B. *The Regional Project in Secondary Education.* Berkeley 4: University of California Press. 1956. 68 pp. \$1. An evaluative study of a co-operative venture in curriculum development.

ELLENA, W. J. *Invitation to Teaching.* Washington 6, D. C.: National Commission on Teacher Education and Professional Standards of the NEA, 1201 Sixteenth Street, N. W. 1956. 18 pp. Up-to-date and accurate information on teaching—for guidance to youth into the teaching field.

*Family Focus in Home Economics Teaching.* Washington 5, D. C.: American Vocational Association, Inc., 1010 Vermont Ave., N. W. 1956. 36 pp. 15c,

one copy free. Includes examples to assist teachers and students preparing to teach to have a clearer idea of the bases of family-centered teaching and to see some of the many possibilities of focusing teaching on families and their members.

*Feel Their Pulse.* Washington 6, D. C.: National School Public Relations Association, 1201 Sixteenth Street, N. W. 1956. 48 pp. \$1. A guide to school opinion polling. Chapter titles are: "Probe Poll Possibilities," "Seek Expert Help," "Decide Your Method," "Word Questions Wisely," "Sample Scientifically," "Interpret Results Honestly," and "Take Your Time."

*Financial Transactions Concerning School Districts of California.* Sacramento: Robert C. Kirkwood, State Controller, Division of County Budgets and Reports, P. O. Box 1019. 1956. 294 pp. Presents the financial transactions of California school districts for the fiscal year 1954-55.

FORNWALT, R. J., editor. *Juvenile Delinquency: List of Resource Material.* New York 3: Juvenile Delinquency Digest, 33 Union Square, West. 1956. (February) 11 pp. (mimeo). 25c. A compilation of magazine articles, pamphlets, periodicals, and books published primarily between April 1 and December 31, 1955. A continuation of the authors' April 1955 listing (25c).

*The Growing Shortage of Scientists and Engineers.* New York 3: New York University Press, Washington Square. 1956. 144 pp. \$4. Contains the addresses and discussions made to the Thomas Alva Edison Foundation Institute, toward development of necessary educational resources in elementary and secondary schools across the country. Institute participants have examined numerous pilot programs and have advocated new measures. The essential question remains, however, whether adequate measures will be applied within our communities soon enough to assure the necessary trained skills for continuing economic development and for requirements of national defense.

HEATH, MONROE. *Great Americans at a Glance: Vol. II, "Inventors and Scientists;" Vol. II "Authors."* Redwood, California: Pacific Coast Publishers, 1023 Chesnut Street. 1956. 32 pages each, \$1 each. Composed of a picture and biography of approximately 30 persons in each book. Other books at \$1 in this series are: Vol. I, "Historians, Statesmen, Explorers, and Army and Navy Officers"; Vol. IV, "Women"; and a companion volume, "Our Presidents."

*Human Values in Social Change in South and Southeast Asia and in the United States.* Washington 25, D. C.: Department of State, The United States National Commission for UNESCO. 1956. 43 pp. The work paper used in the international conference on cultural relations between the peoples of South and Southeast Asia and the United States, held in April and May 1956.

HUMPHREY, R. A., editor. *University Projects Abroad.* Washington 6, D.C.: American Council on Education. 1956. 74 pp. Papers presented at a conference at Michigan State University, November 17-18, 1955, on opportunities and problems resulting from the contracts.

*Invest in Yourself.* New York 27: Teachers College, Columbia University. 1956. 12 pp. An example of (1) how a college explains to its prospective students the costs of education, and (2) how a college helps its students meet their financial problems. Designed to acquaint prospective students with the actual costs of studying and living in the Teachers College community in New York City.

*Kitchen-Cut-Outs.* New York 1: Public Health Director, Equitable Life Assurance Society of the United States, 393 Seventh Ave. 1956. 81 pp. Free. A paper-and-scissors kitchen planning guide, offering cut-outs of everything

from utility stools to wall cabinets—all in a variety of common sizes. Teachers can use it to test the convenience of suggested kitchen arrangements, to plan model kitchens, or in other class projects.

Also available from the same source is *Kitchen Sense*, the new booklet planned and written about the kitchen and key kitchen activities. It will help teachers who want to emphasize the creative aspects of homemaking, and point out that the right kind of planning can make life easier, more satisfying and more productive, and certainly more enjoyable. Creative management, planning and scheduling, food and nutrition, storage arrangements, work techniques, and kitchen safety are among the topics covered. An earlier booklet in this series, *Vacationing*, is another interesting publication.

*Leadership Guide*. Washington 25, D. C.: Federal Civil Defense Administration. 1956. 36 pp. Free. Contains in detail a suggested local-level program, suitable for large and small communities in observing National Civil Defense Week, September 9-15, 1956.

*The Learned Societies and the Crisis in Teacher Supply and Preparation*. Washington 6, D. C.: Council on Co-operation in Teacher Education, 1785 Massachusetts Ave., N. W. 1956. 31 pp. Free. Six articles presented at the Annual Meeting of the Council on Co-operation in Teacher Education and reprinted from the *Journal of Teacher Education*, March 1956.

*Learning for Tomorrow Now*. Snyder, N. Y.: Amherst Central Junior High School. 1956. 20 pp. Describes the program of the school in words and pictures.

LESKES, THEODORE, and M. J. GOLDBLOOM. *Civil Rights and Civil Liberties*. New York 16: The American Jewish Committee, 386 Fourth Ave. 1956. 54 pp. 15c. A current round-up of civil rights developments throughout the country, including reactions in the southern states to implementation of the Supreme Court's decision on segregation. An analysis and interpretation of that decision is also included.

*Let Freedom Ring*. New York 17: Camp Fire Girls, Inc., 16 E. 48 St. 1956. 16 pp. The annual report of Camp Fire Girls, illustrated.

*Let Them Teach*. Plainfield: New Jersey Secondary-School Teachers' Association, L. D. Beers, Treasurer, 1035 Kenyon Ave. 1956. 62 pp. \$1. The 1956 Yearbook of the Association. Effective use of teacher's time is a matter of concern to all engaged in secondary education. Administrators are aware of the fact that the really important work of the school is done in the classroom. They also know that one of their functions is to manage the school so that teachers are not thwarted in their efforts to do their best teaching. This yearbook catalogs practices which hinder some teachers in attaining this end. It also presents solutions to some of these problems—solutions which have been found to work well in practice.

MAGNUSON, H. W., and P. J. TASHNOVIAN, *Salaries of Certified Employees in California Public Schools*. Sacramento: California State Department of Education. 1956. 18 pp. Data for 1955-56.

MURRAY, ALAN. U. S. A. *At a Glance*. Boston 7: Houghton Mifflin Company, Educational Department. 1956. A chart 18 $\frac{1}{2}$ " x 24 $\frac{3}{4}$ ". 20c. A new kind of historical chart, one which links our past history to the exciting election-year. The chart is timely as the headlines, summarizing as it does the historical background of both the 1956 Election and that even more important American institution, the Presidency. It is a concise, easy-reference form. Since the election will be a major news story throughout the year, students

will want to use this chart to follow this unfolding story in relation to their social studies work. The chart shows that state-by-state growth of the Union, the increase in voting population, the role of "Third parties," and a wealth of other important information about American history which will be useful at any time. It can be a valuable aid to students in acquiring time-sense and in learning how to use graphic reference material.

NEA Research Division. *A Brief Summary of the 1956 Teacher Supply and Demand Report*. Washington 6, D. C.: National Education Association. 1956. 24 pp. The ninth annual study of teacher supply and demand in the United States which has been conducted under the sponsorship of the National Commission of Teacher Education and Professional Standards—a reprint from the *Journal of Teacher Education*.

National Vocational Guidance Association, Inc., 1534 O Street, N. W., Washington 5, D. C. Publications of:

*How To Create Your Career*. 1956. 32 pp. 30c. Aids to youth in choosing and planning wisely for their life work.

*How To Visit Colleges*. 1954. 24 pp. 25c. A handbook for students, parents, counselors, and teachers.

*NVGA Bibliography of Current Occupational Literature*. 1956. 40 pp. \$1. An annotated bibliography with evaluation based on NVGA "Standards for Use in Preparing and Evaluating Occupational Literature."

*Rehabilitation Counselor Preparation*. 1956. 88 pp. \$1. Reflects current thinking with respect to the preparation of rehabilitation counselors—a collation and synthesis of opinions based upon the experience of those who work in this area.

*1956 Catalog*. Chicago 18: A. J. Nystrom and Company, 3333 Elston Ave. 1956. 40 pp. (10" x 11½"). Describes and prices the company's maps, globes, charts, and models.

PAPPAS, Capt. G. S. *West Point Sesquicentennial, 1802-1952*. West Point: United States Military Academy. 1952. 48 pp. A pictorial history (in color) of the 150 years of the United States Military Academy. An attractive booklet.

*Participating in Presidential Elections*. Cincinnati: C. A. Gregory Company, 345 Calhoun Street. 1956. 64 pp. 50c.; packet of 25 copies, \$8.75. A Citizenship Education Project in which junior and senior high-school students can take active and purposeful part in the campaigns. Describes what happens during presidential campaigns and elections and what students can do locally to learn civic skills as they participate in campaign and election activities of many kinds.

PECKHAM, J. O. *The Outlook for Grocery Marketing and Distribution*. Chicago 45. A. C. Neilsen Company. 1201 Howard St. 1956. 48 pp. Free. Contains a review of 1955 grocery store trends, an analysis of the importance of new products, a discussion of distributional problems and solutions, case histories on the effect of price changes, and many other facts.

PERKINS, DEXTER. *Popular Government and Foreign Policy*. Pasadena, California: The Fund for Adult Education. 1956. 73 pp. The Fund for Adult Education Lectures of 1955, which were delivered by Dexter Perkins. This annual lectureship was begun in 1953. In that year the lecturer was Lyman Bryson, and in 1954, Robert Redfield. Each year a distinguished person who has helped to advance the cause of liberal adult education is invited to give these lectures on its significance and its implications. The institution

selected as host for the lectures is one which has an active interest in adult education.

*The Pen Is Mightier*, fourth edition. New York 16: The American Jewish Committee 386 Fourth Ave. 1956. 100 pp. 25c. A catalogue of publications in the field of community relations. All new materials published or distributed by the Community Affairs Department of the American Jewish Committee since 1954 are listed in this edition of the catalogue together with such items from the earlier catalogues as continue to have value for current programs in the fields covered. Items considered dated, or now out of print, have been deleted.

*Please Attach Photographs*. New York 22: Anti-Defamation League of B'nai B'rith, 515 Madison Ave. 1956. 16 pp. 10c. Points out job discrimination against college students because of race, religion, or national origin. A survey.

PRICE, R. G., and W. H. UPHOFF. *Consumer Problems*. Minneapolis: State Organization Service, University of Minnesota. 1956. 114 pp. \$1. Proceedings of an institute which probed into the consumer's stake in advertising, competition, government controls, dietary and medical aspects of health, as well as family purchasing problems.

Public Affairs Committee, 22 E. 38th Street, New York 16, N. Y. Publications of:

LANDIS, P. H. *Coming of Age: Problems of Teenagers*. 1956. 28 pp. 25c. Neither teenagers nor their parents fully understand the changes in their relationships which are inevitable as young people enter the threshold of adulthood. Young people vacillate in their quest for independence. Although they suddenly want and feel the need for the status of independent adults, they continue to depend on their parents. Like beginning swimmers with more courage than experience, they don't want help. They want to know that someone is ready to step in and help if called upon. And when they do call for help, they want help, not lectures, sermons, or "I told you so's" The transition may cause a lot of anxiety to adolescents and to parents. It is a time when young people become a little disillusioned about parents and adults in general. The opinions of age-mates are often valued much higher than their parents and teachers. "This new sense of independence of the adolescent which puts the parent in the background is difficult for most parents to accept," Dr. Landis states. "But in a good many instances the hostility young people show their parents could be greatly reduced by a few honest words and a little clear thinking on both sides. If parents remember two rules (Be slow to criticize. Be quick to sympathize.) the chances are that they will continue to receive the confidences and questions of their adolescent youngsters and remain in a position to help," he adds.

OGG, ELIZABETH. *Psychologists in Action*. 1955. 28 pp. 25c. Shows the diversity of things which psychologists do, and should help any reader unscramble the sometimes confused distinctions between psychiatrists, psychologists, and psychoanalysts.

SPINGARN, J. H. *Is Disarmament Possible?* 1956. 28 pp. 25c. "During the last two years," the author points out, "there has been much progress in disarmament negotiations. The differences between the major powers have been greatly reduced. Nevertheless, a comprehensive treaty for substantial disarmament is not in prospect. This apparent contradiction can be explained only by the conclusion that the big powers are fearful of dis-

arming. In both the United States and the Soviet Union, military leaders . . . have a virtual veto power over their country's disarmament proposals. Political heads, sensitive to public pressure, try to move forward, but the military leaders have shown very little faith in a system of security through disarmament. As a result, disarmament negotiations have been a sort of minuet, where the partners advance mincingly toward each other, then coyly back away."

Public School Publishing Company, 204 W. Mulberry St., Bloomington, Illinois. Publications of:

**BIRCH, J. W.** *Retrieving the Retarded Reader*, revised. \$1. The purpose of this publication is to furnish practical suggestions for teaching retarded readers in the regular classroom. Its suggestions and directions for remedial teaching have been found thoroughly feasible. The material is presented for all teachers on the premise that the teacher in every classroom must take part in the remedial teaching of boys and girls retarded in reading.

-----and **E. M. McWILLIAMS.** *Challenging Gifted Children.* \$1. This booklet was prepared to answer one of the most persistent questions that teachers ask, "What can I do for the gifted child in my classroom?" Practical and workable suggestions that can be applied by the regular classroom teacher are described. The emphasis is on what to do and how to do it.

-----and **G. D. STEVENS.** *Reaching the Mentally Retarded.* \$1. This booklet is written for conscientious teachers who believe in education for all the children of all the people, and who have at least one slow-learning child to teach. It first provides proper orientation toward the mentally retarded child, then it gives specific suggestions to aid teachers in their work with such a child.

**COLE, LUELLA.** *Handwriting for Left-Handed Children.* \$1. The purpose of this brief manual is to supply a short, clear, practical explanation of the fundamental problems and procedures, thus implementing the doctrine of freedom with the facts needed to make it work. Illustrated.

**PRATT, W. E.** *Daily Unit Bible Readings.* \$1.50. Designed for school and home use, these selected readings are sufficient for an entire school year. They have been drawn from more than a thousand such readings gathered from many sources but principally from the recommendations of more than a hundred teachers. In the final selection, specific attention has been given to material which is easily understood and which presents a minimum of vocabulary difficulties.

*Re-Creation Through Recreation.* New York 19: United Cerebral Palsy of New York City, Inc., 47 W. 57th St. 1956. 20 pp. Free. Describes New York City recreation programs for the cerebral palsied.

**RIESMAN, DAVID.** *The Oral Tradition, the Written Word, and the Screen Image.* Yellow Springs, Ohio: The Antioch Press. 1956. 40 pp. 50c. An address delivered in connection with the dedication of the Olive Kittering Library at Antioch College.

*Sailing Into Reading: How Your Child Learns To Read in the Elementary School.* Washington 6, D. C.: National School Public Relations Association or Department of Elementary School Principals, 1201 Sixteenth St., N. W. 1956. 40 pp. 50c. This is the third in a series of parent handbooks published by the Department of Elementary-School Principals and the National School

Public Relations Association, departments of the National Education Association. This handbook to help parents understand modern methods of teaching reading throughout the elementary grades contains many suggestions for ways mother and dad can help at home to sharpen and strengthen the reading skills their child is learning at school. Also available from the same source are *Happy Journey* (32 pp. 40c.) and *Janie Learns To Read* (40 pp. 50c.).

SALANT, R. S. *Statement Before the Subcommittee on Transportation and Communications of the House Committee on Interstate and Foreign Commerce*. New York: Columbia Broadcasting System. 1956. 40 pp. A statement for H R 6810—a bill to amend the present requirement concerning equal TV and radio time to candidates for political offices.

SCHMIDT, L. G. *Two-Year Evaluation of the Internship in Guidance Program of Indiana University*. Bloomington: Indiana University Bookstore. 1956. (March). 67 pp. \$1. A survey of the work being done in various fields; also outlines a testing program for pre-first grade through grade twelve.

Science Research Associates, 57 W. Grand Ave, Chicago 10, Illinois. Recent publications of:

ALLEN, C. M. *Combating the Dropout Problem*. 1956. 48 pp. \$1. A handbook for teachers, counselors, and administrators in elementary and high schools. Chapter headings include: "How Big Is the Problem?"; "What Are Dropouts Like?"; "Forces Influencing Decisions To Leave School"; "Finding and Helping the Potential Dropout"; and "Choosing Remedies for the Dropout Problem."

GATES, DORIS. *Helping Children Discover Books*. 1956. 50 pp. 50c. Helps parents and teachers to arouse children's interests in the world of books. Chapter headings include: "Why Children Read"; "Creating Interest in Books"; "What Books To Start With"; "Poetry for Children"; "The Teenage Reader"; and "Sources of Supply."

GERKEN, C. d'A., and ALICE KEMP. *Make Your Study Hours Count*. 1956. 42 pp. 50c. Guides to study for the high-school students.

McQUEEN, NOEL and MILDRED, editors. *Annual Guidance Index*. 1956. 56 pp. \$1.50. Lists the best current material in education with emphasis on guidance and its related fields and information about occupations. Annotated.

MONTAGU, ASHLEY. *Modern Man*. 1956. 50 pp. 60c. The story of his past developments and future possibilities.

PIERS, MARIA. *How To Work with Parents*. 1956. 44 pp. \$1. A handbook for teachers, counselors, and administrators in elementary and high schools.

SRA Catalog 1956. 48 pp. Free. A new catalog listing instructional materials and services for elementary and junior high schools published by the company. It offers information on tests, reading-improvement materials, professional guidance materials, Junior Life Adjustment and Better Living booklets, and surveys and consulting services. A basic testing program, describing the kinds of tests to be used for each elementary grade, is featured in the catalog. Also presented is the junior guidance service especially assigned for grades six through nine.

THORPE, L. P. et al. *Teacher's Handbook*. 1956. 48 pp. 35c. A guide to the interpretation and follow-up of achievement test scores.

WELLS, K. A. *Guide to Good Leadership*. 1956. 50 pp. 50c. Discusses how to become a better leader.

**SEATO—Southeast Asia Treaty Organization.** Washington 25, D. C.: Public Services Division, Department of State. 32 pp. Free. Explains the purpose and functions of SEATO.

**SLOCUM, W. L.** *Occupational and Educational Plans of High-School Seniors from Farm and Non-farm Homes.* Pullman: State College of Washington. 1956. 36 pp. An analysis of information pertaining to educational occupational planning by a sample of students who were seniors in 35 Washington public high-schools in the spring of 1954. Also from the same source is a study of *High-School Drop-Outs in a Rural County.* (1956. 42 pp.). This is a study of the problem and adjustments of high-school drop-outs of 15 high-schools in Whitman county, Washington.

**SORENSEN, MAX.** *The Quest for Equality.* New York 27: Columbia University Press, 2960 Broadway. 1956. 64 pp. 25c. Discusses the United Nation's efforts to secure the fundamental equality of all peoples irrespective of race, sex, language, or religion.

**SPACHE, G. D.** *Are We Teaching Reading?* Gainesville: University of Florida, College of Education, 317 P. K. Yonge Building. 1956. 31 pp. 30c. Answers to the critics.

*Spelling Program.* Albany: Bureau of Secondary Curriculum Development, New York State Education Department. 1954. 27 pp. Discusses the spelling program for grades 7, 8, and 9; also contains 1,182 words for mastery in these grades. These 1,182 words and the 3,000 words for grades 2 to 6 (*Our Daily Words*) constitute the suggested basic spelling vocabulary for the junior high-school. The pamphlet also includes the Jones' 100 Spelling Demons, Fitzgerald's 222 demons and 29 other words that have special characteristics which tend to make them troublesome to many pupils—a review word list.

**STRAUSS, L. L. and Rear Adm. H. G. RICKOVER.** *Freedoms Need for the Trained Man.* New York 18: Thomas Alva Edison Foundation, Inc., 8 W. 40th Street. 1955. 24 pp. Free. Two addresses on the critical national situation created by the growing shortage of scientists and engineers.

*Steelways.* New York 1: American Iron and Steel Institute, 350 Fifth Ave. 1956. 24 pp. The April issue of this bimonthly magazine distributed as a service. Contains articles and pictures (in color) on the steel industry.

**STELTZ, C. E.** *As You See It.* New York: Bureau of Publications, Teachers College, Columbia University. 1956. 30 pp., plus 24 (8" x 10") pictures. \$2.95. Contains 24 pictures and a manual to stimulate discussion of problems of family life, community mores, and adolescent conflicts and values. For high-school and college use.

*The Suez Story.* New York 19: Suite 515, Teachers Library, 1590 Broadway, An eight-page teaching unit originally published by Scholastic Magazines. The unit is illustrated and includes a lesson plan. It is available free in classroom quantities upon request.

Superintendent of Documents, Washington 25, D. C. Publications available through the:

*After High School What?* 1954. 16 pp. 10c. Answers to questions raised by the girl in high school.

*The Committee for the White House Conference on Education.* 1956. (April). 134 pp. 40c. This report to President Eisenhower is composed of three parts: the committee's statements and recommendations based on its own studies and the results of state, territorial, and White House Conference on Education; the report of the White House Committee as it was

developed at the meeting; and a summary of the reports of the 53 conferences called by the governors of the states and territories.

*Educational Requirements for Employment of Geophysicists.* 1955. 14 pp. 15c. Eight other pamphlets available in this series are: *Actuaries* (18 pp. 15c.), *Biological Scientists* (25 pp. 15c.), *Chemists* (15pp. 15c.), *Economists* (15 pp. 15c.), *Geologists* (15pp. 15c.), *Physicists* (15 pp. 15c.), *Sociologists* (15 pp. 15c.), and *Statisticians* (12 pp. 15c.).

Eisenhower, President. *Our Quest for Peace and Freedom.* 1956. 25 pp. 15c. An address by the President before the American Society of Newspaper Editors in Washington D. C. on April 21, 1956.

*Employment Outlook in Skilled Electrical and Electronic Occupations.* 1955. 56 pp. 40c. Covers selected occupations in the field of electrical repair and electronics.

*Report of the Long Range Planning Phase of the School Facility Survey.* 1955. 79 pp. 55c. Reports data supplied by departments of education in 38 states, indicating plans of the states for meeting classroom needs for estimated 1959-60 public school enrollments.

*Employment Opportunities for Women in Professional Accounting.* 1955. 46 pp. 20c. Discusses opportunities, what it takes to become an accountant, and the job outlook, and describes 14 positions. Cites 61 references. Similar pamphlets on opportunities for women in *Professional Engineering* (1954. 44 pp. 20c.); *Professional Nursing Occupations* (1953. 88 pp. 30c.), *Medical Technologists and Laboratory Technicians* (1954. 62 pp. 25c.), and *Medical X-Ray Technicians* (1954. 63 pp. 25c.).

JARACZ, W. A., and H. A. ARMSBY. *Engineering Enrollments and Degrees, 1955.* 1956. 35 pp. 30c. Includes data from all institutions in the United States, classified alphabetically by specific curriculums from aeronautical to textile.

LODGE, JR., H. C. *You and the United Nations, 1956.* 28 pp. 15c. The U. S. Representative to the U. N. answers 20 questions about the U. N.

LOHR, I. D., compiler. *Motion Pictures on Child Life.* 1956. 12 pp. 15c. A second supplement issued by the Children's Bureau, U. S. Department of Health, Education, and Welfare, listing 72 recent films covering such subjects as handicapped children, retarded children, growth and development in childhood, nutrition, social problems in family life, and safety programs. While some of the films listed are directed to school-age audiences, most of them are primarily for the use of adults who work with children in such professions as teaching, nursing, social work, or for the use of parent groups.

MUNSE, A. R., and E. D. BOOHER. *Selected References on School Finance.* 1956. 46pp. 35c. A bibliography on school finances classified under the following heads: Education and the Economy, Federal Government and Education, Higher Education, School Buildings, School Business Administration, School Personnel Compensation, State Aid for Education, Taxation for Schools, Transportation of Pupils, Units Costs in Education, and other School Finance References.

*New Teachers for the Nation's Children.* 1955. 10 pp. 15c. An idea for community action—recruiting and training mature liberal arts graduates.

*1954 Handbook on Women Workers.* 1954. 83 pp. 30c. Presents a variety of current facts about women and their work.

RICE, M. C., and N. A. CARLSON. *Earned Degrees Conferred by Higher Educational Institutions, 1954-1955*. 1956. 144 pp. \$1. Covers earned degrees (bachelor's and higher) conferred by higher educational institutions between July 1, 1954, and June 30, 1955—1,320 institutions conferred a total of 354,445 earned degrees (bachelors, 287,401; master's, 58,204; and doctorates, 8,840) by states and by subject areas for men and women.

*The Skilled Work Force of the United States*. 1955. 32 pp. 20c. Illustrated with charts in two colors, the pamphlet briefly describes the major skilled occupations and their place in the Nation's work force, how people acquire skills, shortages of skilled workers, the relation of education to the acquisition of skill, the relation of skill to unemployment, the effects of automation on skill, the relationship between the military and civilian skills of members of the armed services reserves, and the importance of the skills to the foreign assistance programs of the United States.

The pamphlet concludes that the work skills of the nation can be increased and strengthened by (a) industry and labor jointly approving apprenticeship and other types of training programs; (b) state and local governments strengthening their educational systems; (c) community actions that strengthen vocational guidance services to all groups; (d) the Federal government strengthening its services in connection with apprenticeship, the study of labor requirements, the operations of the Federal-state employment system, the support of vocational and other educational programs and, through the articulation of Armed Forces, training with public educational programs and industrial training programs, and, finally, (e) more individuals putting forth the special efforts required to learn a skill.

*Training for Quantity Food Preparation*. 1956. 38 pp. 20c. A source of information on the establishment, in trade school and comprehensive high schools, of training program in quantity food preparation. Fundamental factors and important problems of such programs are pointed out and discussed.

*What About Women Workers?* 1955. 8 pp. 5c. Ten questions answered with facts.

Teaching guides available from the Board of Education, 228 N. La Salle Street, Chicago 1, Illinois:

WILLIS, B. C. *Source Materials of the Educational Program*. 1955. 395 pp. Provides activities on which classroom teachers may base units and other learning assignments, but it is of particular value to course-of-study and other curriculum committees; relates to extra-class and extra-school, as well as classroom, learning experiences; covers the preschool through junior college curriculum in living and learning experiences.

-----*Teaching Guide for Science*. 1955. 80 pp. Assists school staffs in organizing and teaching a program of biological and physical science as related to daily living. A teaching-learning program that covers total range, preschool through junior college; co-ordinates with programs in other subject fields; views characteristics of pupils at various stages of growth; relates pupil experiences in extraclass, home, and community spheres to their classwork; and provides special challenge to gifted pupils.

----- *Teaching Guide for the Language Arts.* 1955. 103 pp.

Based on a number of fundamental concepts which have for some time been stressed in professional discussion and writings but too infrequently incorporated into courses of study and similar instructional aids to principals and teachers. The teaching-learning program which it outlines is based on systematic studies of the communication experiences of daily living; it covers the total range, preschool through junior college, of the schools' curriculum of general education; it is developed throughout in co-ordination with programs for other subject fields; and it directly relates extraclass, home, and community learning experiences to the classwork of the pupils. For possibly the first time, the preschool experiences of infancy are definitely related in a curriculum guide to the schools' educational program.

----- *Techniques of Curriculum Making.* 1955. 47 pp.

Describes the technical steps in the curriculum process from the selection of the basic experiences of community living to the placing of curriculum materials in the classroom for the guidance of teachers and their pupils. It not only tells how curriculum principles have been put into practice in Chicago schools, but it also tells of pioneering developments which contribute to new curriculum theory and practice. It depicts with particular effectiveness how the principle of working together can operate in a large and complex system. But what is perhaps this brochure's greatest virtue is that it was not produced in advance as a blueprint to be followed, but that it has grown out of many years of co-operative experience and is published at the request of teachers and school administrators.

----- *Unit of Learning in the Chicago Public Schools.* 1954.

57 pp. Clarifies outline of unit procedure; develops and exhibits tentative unit format; presents an analysis of a teaching unit; amplifies elements associated with unit teaching; and provides source of materials for teachers and administrators.

*The Team Approach in Pupil Personnel Services.* Hartford: Conn. State Department of Education. 1955. 40 pp. A report by the Advisory Pupil Personnel Committee dealing with the role of school social workers, school psychologists, and school counselors.

*Understanding Our Neighbors.* New York: Committee for UNICEF, United Nations. 1956. 36 pp. \$1. This youth recreation kit is provided to secure mutual understanding among youth of the world through games, songs, and customs, and through hearing their stories and practicing their handicrafts.

*Understanding the Disabled.* New York 5: Division of Public Education, The National Foundation for Infantile Paralysis, 120 Broadway. 1956. 20 pp. Free. For fourth through sixth grades. A booklet for the teacher, describing various activities to help pupils develop wholesome attitudes toward children with physical disabilities. Includes illustrations for use with the social distance scale and for completion of picture stories.

*U. S. Government Awards Under the Fulbright and Smith-Mundt Acts.* Washington 25, D. C.: Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Ave. 1956. 32 pp. Describes grants available for 1957-58, university lecturing.

United States Steel Corporation, 71 Broadway, New York 6, Publications available free, for classroom use:

*Cerro Bolivar*. 16 pp. The saga of an iron ore crisis averted; the story of La Parida in Venezuela, the mountain of solid iron ore of almost unbelievable purity—by all sober estimates the richest and greatest iron deposit in the history of the world.

*Chemical Analysis by the "Handwriting" of Atoms and Molecules*. 4 pp. An issue of *Science in Steelmaking*, a monthly supplementary teaching aid for schools.

*Growing with America*. 52 pp. The story of United States Steel and its predecessor companies.

*Jos, the Genie of Steel*. 16 pp. A comic magazine. Also, *The Return of Genie of Steel*, 16 pp.

*Making Iron and Steel*. 1955. Consists of a large flow chart on "How Steel Is Made," 24 pictures (8" x 10") with explanatory captions on the industry, and a teacher's guide of 22 pages for the picture set.

*Motion Pictures*. 24 pp. A catalog of United States Steel films available for classroom use.

*The Picture Story of Steel*. 56 pp. By photographs and brief, non-technical descriptions, this booklet depicts some of the more important steps in steel production.

*Steel Making in America*. 100 pp. A non-technical booklet on the steel industry addressed to the junior high-school reading level.

*The Story of Wire from Iron Ore to Finished Products*. 32 pp. Pictorial.

*U. S. Steel Policies on Costs, Prices, Plant, and Productivity*. 68 pp. Testimony of officials before the Joint Committee on the Economic Report.

*Welcome to the Minnesota Iron Ore Country*. 16 pp. A pictorial story. The Visual Instruction Bureau, Division of Extension, The University of Texas. Publications of:

DENT, C. H.; L. B. AMBROSE; and N. M. HOLLAND. *Tear Sheets for Teaching*. 1954. 30 pp. \$1. Tear sheets are materials and illustrations that are chosen with discrimination for immediate as well as future use in illustrating ideas and concepts for the classroom. The booklet defines and explains the use of tear sheets in the classroom, presents various ways of displaying tear sheets, explains methods of mounting tear sheets, outlines the best ways to set up a file system so that tear sheets can be used repeatedly, and suggests sources of inexpensive picture materials.

DENT, C. H.; E. F. TIEMANN; and N. M. HOLLAND. *Bulletin Boards for Teaching*. 1955. 44 pp. \$1. This booklet contains in outline form a number of suggestions and techniques which should prove helpful to classroom teachers in planning and preparing bulletin board displays.

-----*Felt Boards for Teaching*. 1955. 30 pp. \$1. As a teaching device, the felt board is almost unrivaled in flexibility and simplicity. The felt board is simply a board covered with a felt-like material. All sorts of specially prepared objects, cut-outs, and pictures may be displayed and moved about on the felt board. This handbook presents a wealth of ideas for using the felt board in teaching.

MEEKS, M. F. *Lettering Techniques*. 1956. 35 pp. \$1. Presents basic techniques in hand lettering; also explains the use of mechanical lettering devices and commercially prepared letters.

*We Hold These Truths . . .* San Francisco 2: California Teachers Association, 693 Sutter St. 1956. 16 pp. A background for the formulation of sub-

diary statements of policy relating to specific aspects of education in California. Within the year the California Teachers Association Commission on Educational Policy anticipates releasing policy statements on *The School and Its Program*, *Teaching About Controversial Issues in the Public Schools*, and *the Responsibility of the Public School for the Education of the Gifted*.

WHITE, MINOR. *Exposure with the Zone System*. New York 17: Morgan and Morgan, Publishers. 101 Park Ave. 1956. 40 pp. \$1.25. This new photographic book describes the author's personal methods of making fine photographs with the famous Ansel Adams Zone System for complete control in photography. He explains and illustrates the entire Zone System—a technique for pre-visualizing the final print and planning the original exposure to fit the finished print exactly. He tells in detail how previsualization is accomplished; how to interpret negatives and subject; how to read development time with an exposure meter; how to develop films; and to use the Zone System for black and white or color.

William-Frederick Press, 313 West 35th Street, New York 1, N. Y., Publications of:

BARNES, M. L. *Poesy Petite*. 1955. 46 pp. \$2. A collection of 40 short poems by the author.

DAHL, SOREN. *The One, Two, Three of the Universe*. 1956. 16 pp. \$1. The knowledge and realization necessary to replace the acceptance of death with the overcoming of death.

MELCHER, E. O. *Life Transplanted*. 1956. 152 pp. \$3. A personal discovery and candid evaluation of postwar United States by a German-born immigrant from bombed-out England.

MITCHELL, HELENA. *Life as a Visitation*. 1955. 16 pp. \$1. The autobiography of a self-dedicated life compelled by inner compulsions to express the longings for spiritual mortality.

Zero. *Stock Splitting*. 1955. 16 pp. \$1. A theoretical discussion of an error in business conduct.

*Working Creatively for the Good of Business and in the Public Interest*. Washington 6, D. C.: Chamber of Commerce of the United States. 1956. 96 pp. A report on the Chamber's recent progress which outlines its plans for the year ahead.

*Your Rights . . . Under State and Local Fair Employment Practice Laws*. New York 16: Community Relations Service, 386 Fourth Ave. 1955. 32 pp. 10c. Discusses state and local provisions.

*Your Trip Through the Suez Canal*. New York 36: Vacuumate Corporation, 446 West 43rd Street. A free color filmstrip of 65 frames and maps, also an 8-page accompanying booklet. The filmstrip describes a journey through the world's largest canal and explains its operation and its growing importance to world commerce and U. S. economy.

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## News Notes

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**EMERGING PROBLEMS IN SECONDARY SCHOOLS**—An Invitational Conference on curriculum problems was held in Washington, D. C. under the sponsorship of Science Research Associates of Chicago. In the opening of the Conference, Lyle Spencer, President of SRA, gave a very significant address. Some excerpts from his talk follow: "I wonder if, in the 75 years that we have had public support for education, the public—and even we—have not forgotten the enormous contribution education makes to our culture and standard of living. Our pennywise policies are perhaps threatening to throttle the golden goose that makes our very way of life possible."

"Sometimes outsiders have much keener insight into American society than we do ourselves. In *We Too Can Produce*, a summary report of British efficiency teams, these facts were pointed out. In 1900, English and American standards of living were about the same. By 1950, the United States had a standard which was more than double that of any Western European country and this gap is widening. *The key difference is not our natural resources, our "know-how," or our lack of tariff barriers; rather it is the technical progress made possible in the United States by our policy of education for everyone.*"

"Elementary schools today have six million more pupils than they had five years ago. This growth is only about half completed. We can anticipate nearly that much more of an increase in the next five years."

"The first ripple of the tidal wave of youngsters hits the high schools next fall. Today we are still 500,000 under 1940 enrollments. However, the high-school population will rise 70 per cent (over four and a half million students) in the next ten years. One aspect of this problem at the high-school level is that it is 15 to 25 per cent more expensive to educate pupils at that level than at the elementary level."

"Today, 33 per cent of our high-school graduates move on to college. The percentage is rising about one per cent each year. In the next ten years, the number of students in colleges will rise 75 to 150 per cent. The pupil-teacher ratio at this college level is 12 students to one teacher. For this and many other reasons, the cost of educating pupils at the college level is four to seven times more expensive than at the high-school level. In short, our troubles are just beginning!"

"Now we return to the really baffling problem: Why in time of crisis, despite our frantic efforts to stem the tide, is public confidence and support of education continuing to decline? Let's look at the figures which are familiar and disheartening, and which show that this is happening. Money spent on education has dropped from 3.3 per cent to 1.8 per cent of the national income during the last 25 years—a drop of 45 per cent. Teacher salaries have risen only 60 per cent as fast as other professional incomes. Routine as these facts are to us, they still are not widely known among business men and voters generally. When they are understood, the first objection is: Taxation has reached a saturation point. There just isn't any more money."

"Beardsley Ruml's *How Do We Pay For Our Schools?* (National Citizens Committee for Public Schools, 2 West 45th Street, New York 36, New York) points out that available money after taxes has gone up 50 per cent since 1939. Discretionary incomes, the amount available for spending after taxes and essentials, are up 450 per cent. In other words, there is more money, but it is not being spent for education."

"We need more educated and better educated people in each of our communities. We have some national figures to back this up; you can translate these in terms of your own town. The figures indicate the possibility that many of us in vocational guidance have unintentionally done a disservice to youth by discouraging them from trying for top jobs. The facts show that the situation has changed dramatically since 1940. As labor costs have risen and the pace of technology has quickened, educational requirements of jobs have risen much more than we realize. In the past 15 years the professions have expanded from 4 to 9 per cent of the labor force. This is more than a 100 per cent increase. The semi-professions have risen at an even greater pace."

"Managerial and official jobs are up 60 per cent, while during the same period the total labor force grew only 31 per cent. A recent survey of 700 young presidents of business companies showed that they averaged 16.3 years of education. However, older presidents, over 50 years of age, averaged 12.5 years. In the next generation, most major executives will be college educated; this wasn't true even 5 years ago. Like most everyone else, their jobs are more complex and require more training."

"Clerical jobs which require skill; i.e. high-school plus one year business training, are up 60 per cent. Skilled craftsmen's jobs which require 2,000 hours of apprenticeship or similar training have also risen 60 per cent. Meanwhile, the rise in unskilled jobs has not kept pace. The number of operatives has gone up 44 per cent. Unskilled labor increased only 10 per cent, which is only 1/3 of the percentage of growth of the total labor force. Some groups are actually decreasing. Household workers are down 18 per cent, and farm workers are down 30 per cent."

"These figures are our greatest argument for giving young people more education and more training. It results from the fact that our complex civilization requires educated people to handle the responsibilities of citizenship. While this thought is too subtle for most people, it can be put in these quantitative terms."

"The Russians understand the importance of education better than we do. They spend a four-times greater percentage of their national income on education than we do. General Omar Bradley—recently Head of Joint Chiefs of Staff, said: "The critical point in the next war, if it comes, will be which side has the most able scientists in fields of nuclear developments and guided missiles. These scientists are now being trained in our schools and in those of potential enemies. These nuclear war heads and missiles don't work best for the side that is right. They work for the side that has the best physicists."

**PAMPHLETS ON COMMUNICATION**—The American Telephone and Telegraph Company has a number of very instructive booklets available free. These will be found quite useful teaching aids in various high-school classes as well as most interesting for leisure-time reading in the library. Four of these are *Mr. Bell Invents the Telephone* by Katherine B. Shippen (83 pp.); *Alexander Graham Bell* (31 pp.); *The Magic of Communication* (40 pp.); and *The Telephone in America* (38 pp.). Copies of these publications are available from local Bell Telephone business offices.

**THE 1956 SCHOOL BUILDING FILMSTRIP**—This 36 mm filmstrip has been produced from the 1956 Schools Building Architectural Exhibit at Atlantic City, sponsored jointly by the American Association of School Administrators and the American Institute of Architects. It contains up-to-date information showing: floor plans, elevations, plot plans, structural detail, classroom layouts, libraries, cafeterias, multipurpose rooms, outdoor play areas, etc. Ideas that are worked into the filmstrip include: getting the most for the school building dollar, adapting the building to a difficult site, relieving congestion, controlling noise, securing flexibility, providing for new curriculum development, obtaining pleasing appearance, and reducing maintenance cost. All schools included in the filmstrip are ones for which contracts have been awarded since January, 1951—many are still in the construction stage. They are located within a wide range of climatic and geographic conditions and in densely populated metropolitan centers, in smaller towns and cities, and in consolidated rural districts. The *1956 School Building* filmstrip can be purchased from the American Association of School Administrators, a department of the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. at \$6 per copy. It is NOT available for rent or sent on approval.

**SCHOOL CALENDAR FOR 1956-57**—This is a calendar that many school people have found most helpful in its seven years of publication, by giving information as to holidays and holy days. The eighth edition is now available at 15 cents each, or 13 cents each for 100 to 499 copies. Orders should be sent to the American Jewish Committee, 386 Fourth Ave., New York 16.

**ANNIVERSARY**—The American Vocational Association is making plans to observe 50 years of vocational education's growth. The event will be marked by a special issue of the *AVA Journal* in December 1956; and by appropriate ceremonies at the AVA convention in St. Louis, December 3.

**CHICAGO TEACHERS AND PUPILS GO OUTDOORS**—School children and teachers of Cook County, Illinois, are utilizing some 42,000 acres of forest preserves for educational and recreational purposes. These acres, says superintendent of conservation, R. F. Eisenbeis, "have no equal in the United States and are one of the country's greatest assets." Many of the Chicago schools are several blocks away from these "naturalistic lands." For this reason, Mr. Eisenbeis reports: (1) more and more teachers are conducting field trips in the neighboring preserves; (2) several county school systems have started nature trails in the forest preserves with students labeling and keeping up the trails throughout the school year; (3) during the fall of 1955, the conservation officials conducted field trips for 800 teachers, as part of an extensive outdoor education program; and (4) so well has this activity been received that entire community school systems will close their schools for a day to participate.

**SURVEYING STUDY HABITS AND ATTITUDES**—The fact that some students with apparently high scholastic aptitude do very poorly in school while others with only mediocre ability do well has presented a challenge to many educators. The Psychological Corporation has recently revised *Brown-Holtzman Survey of Study Habits and Attitudes* better to help meet this challenge. It is an easily administered measure of study methods, motivation for studying and certain attitudes toward scholastic activities important in the classroom. The purposes of the SSHA are: (a) to identify students whose study habits and attitudes are different from those of students who earn high grades, (b) to aid in understanding students with academic difficulties, and (c) to provide a basis for helping such students to improve their study habits and

attitudes and thus more fully realize their best potentialities. Although originally standardized for college freshmen, the date now reported gives evidence that SSHA is useful through grades 10, 11, and 12 also. Both norms and validation studies on high-school populations are presented in the 1956 manual. The SSHA may be administered to classes of high-school or college students at the beginning of the school year either by itself or as part of a test battery. Each student's results are then available for individual counseling later, and the scores of the whole group may be reviewed at once to help discover those students who may need immediate attention. Use of the SSHA is, of course, not limited to the start of a semester; it may properly be given either to groups or individuals at any time during their scholastic careers.

The SSHA provides the student with a systematic, standardized way of indicating some of his feelings and practices regarding school work. In trying to help a student who is having difficulties, the counselor will find it worthwhile to consider not only the student's score and percentile rank but also his responses to the statements making up the scale—those which are not scored as well as those which are. While any or all of these responses may aid in understanding the student, it is often particularly helpful to know the significant items to which his responses differ from those commonly made by students who earn high grades. For this purpose, the special *Counseling Key* may be laid over the answer sheet; this key permits those statements to be identified which represent practices or faults that may be contributing to the student's difficulties. Separate counseling keys are provided for men and women.

In beginning courses in psychology and education at the college level, as well as in how-to-study courses in high schools and colleges, the SSHA serves as a simple device for getting across to the student certain principles of effective study and the important role of motivational factors in academic success. Where the SSHA is being used for this purpose, students invariably show an interest in their own scores and enjoy a discussion of the results as well as of the items and their scoring. For complete information and prices write to the Psychological Corporation, 522 Fifth Ave., New York 36.

**CHEERLEADING MOVIES**—Schools interested in instructional material for training cheerleaders and marching bands will find helpful aid in the cheerleading films available through Champions on Film, 802 South State Street, Ann Arbor, Michigan. These films are known as "loop" films whereby each of the filmed techniques is spliced end to end, forming a loop. When the film is used in any 16 mm. projector, the action is continuous. You never have to reverse or rewind to repeat the action. You just let the projector run and watch the demonstration of modern cheer, for example, (with words on the film) over and over . . . while your cheerleaders study every detail of form and technique. The action unfolds again and again, while the class masters the action in minutes. This set of films showing closeup pictures in slow motion of 26 specialized techniques and 10 complete cheers with words is available at \$20 each. Included also is printed commentary on each "loop" by Newt Loken, cheerleading instructor; printed suggestions on Bonfires and Pep rallies, skits, chants, yells, and songs also by Loken; and a metal film storage can with instructions on film projection, care, and usage. Other "loop" films available from the same source include football, basketball, track, and wrestling.

**READING THE MAGAZINE**—The following magazine articles should be interesting and helpful reading to secondary-school principals: "How We Solve Our Teenage Problem" by LeRoy Collins, Governor of Florida, in the April 21,

1956, issue of the *Saturday Evening Post*, pp. 23-25 ff; "Rejecting Parents" by James J. Gallagher in the April, 1956 issue of the *Journal of the International Council for Exceptional Children*, pp. 273-76 ff; "Review of Recent Research in the Teaching of Science at the Secondary-School Level" by Secondary-School Sub-committee with Clarence H. Boeck, Chairman, December 1955 issue of the *Science Education*, pp. 344-56. There is also a symposium on the topic of "A Co-operative Study for the Better Utilization of Teacher Competencies," as seen by the Director of the Experiment (Charles B. Park), by a Curriculum Specialist (Dorothy McCusky), as seen by a School Administrator (G. E. Rast), by a Child Psychologist (James L. Hymes, Jr.), by an Administrator of a Teacher Education Institution (Francis S. Chase), by an Educational Experimentalist (Phillip J. Rulon), and by a classroom teacher (Lucille Carroll), in the June 1956 issue of *The Journal of Teacher Education*, pages 99-154. These articles are a description and an informal appraisal of the Bay City, Michigan, Experiment in the use of Teacher Aides.

**TEACHERS AMONG COLLEGE GRADUATES**—The 1956 class will include 57,348 graduates prepared as high-school teachers—30,195 men and 27,153 women. This total is up 15.4 per cent from the 49,697 members of the class of 1955 who prepared for high-school teaching. Those 1956 graduates preparing for high-school teaching by fields show the following increases over 1955: 18.6 per cent in general science; 19.5 per cent in biology; 11.6 per cent in chemistry; 20.6 per cent in physics; 20.7 per cent in mathematics; 25 per cent in commerce; and 22.1 per cent in industrial arts.

Figures for the 1955 graduates prepared to teach but not employed as teachers by November 1955 show a loss of one in five eligible elementary-school teachers and a little more than one in three eligible high-school teachers. However, the percentage actually entering teaching was 5.5 higher than the previous year (November 1954—65.8 per cent; November 1955—71.3 per cent). At the high-school level, a field-by-field break down shows the teaching field most successful in attracting qualified 1955 graduates was English with 69.4 per cent of those prepared actually entering teaching; other fields: music—68.8 per cent; mathematics—67.3 per cent; art—65.9 per cent; physics—56.9 per cent; biology—55 per cent; chemistry—46.6 per cent. Not only is the general increase encouraging, but also the increase in every one of the high-school teaching fields. The meaning of these increases is tempered, of course, by the facts presented on losses—the number of graduates prepared for teaching do not enter the profession. The extent to which school employing officials can attract these new graduates into teaching in the face of competition by other occupations presents a real problem.—NEA Research Division.

**CHARTS FOR MUSIC INSTRUCTION**—The June 1956 issue of *Woman's Day* contains the second in the series of music charts which A&P magazine is making available to readers. The chart, "The Story of the Piano," is shown in the issue in a small-scale reproduction. Besides detailing the mechanism and functioning of the piano, the chart pictures composers and virtuosi who have done most to reveal the piano's potentialities. In an introductory statement, Artur Rubinstein commends the color chart to "every student of music and every music lover in the country." Like the "Trumpet Chart" offered in the February issue of *Woman's Day*, the Piano Chart is available by mail order addressed to *Woman's Day*, P. O. Box 19C, Mount Vernon 10, New York. As explained by the magazine, the charts are offered primarily as a service to its readers. They are not available for re-sale. The magazine further explains that

payment must accompany each order, to expedite the volume handling of requests. Charts cost 25c each plus a fixed charge of 25c for postage and handling on one or more charts ordered at the same time. Orders should be sent to Woman's Day, the A&P magazine, 19 West 44th St., New York 36.

**CO-OPERATION BETWEEN INDUSTRY AND EDUCATION IN SCIENCE TEACHING**—The April 1956 issue of *Science Education* (pages 220-224) contains an article entitled "Methods of Co-operation Between Industry and Education in Science Teaching" by Harvey R. Russell. In this article Mr. Russell lists and discusses eleven methods whereby this co-operation can be secured. They are: (1) forming joint committees of scientists and educators; (2) providing co-operative education; (3) employing teachers and students in industry; (4) making field trips to industry; (5) using speakers from industry; (6) supplying technical information to teachers and students on request; (7) giving individual assistance services including assisting in student projects and tutoring; (8) providing vocational guidance; (9) providing printed materials, visual aids, and the like; (10) using radio and television as it relates to education and industry; and (11) providing financial assistance.

**CURRENT PUBLIC SCHOOL EXPENDITURES**—The public school systems in 1,313 cities of over 10,000 population studied by the U. S. Office of Education expended for six major accounts (Administration, Instruction, Operation of Plant, Maintenance of Plant, Auxiliary School Services, and Fixed Charges) a total of \$3.0 billion, or \$286.01 per pupil in average daily attendance for the school year 1953-54. In 1951-52 these groups expended \$262.29 per pupil, a total of \$2.5 billion. From 1951-52 to 1953-54 the increase in numbers of pupils in average daily attendance among these city school systems was 11 per cent; the increase in total current expenditure, 21 per cent; and the increase in per-pupil expenditure, 9.0 per cent. For each day of school taught during the school year 1953-54, the pupil expenditure was \$1.58 as compared with \$1.45 per pupil in 1951-52. The 100 city school systems in cities with populations of 100,000 and over in 1953-54 expended \$302.15 per pupil as compared with \$279.15 per pupil in 1951-52. The 387 cities of 25,000 to 99,999 population had an expenditure of \$277.37 per pupil as compared with \$254.97 in 1951-52 and the 826 cities of 10,000 to 24,999 population expended \$259.71 in 1953-54 as against \$231.60 per pupil in 1951-52.

**ARTICLES ON THE JUNIOR HIGH SCHOOL**—The title of the May 1956 issue of *Teachers College Record*, published monthly by Teachers College, Columbia University, is "The Junior High School." The following six articles appear in it: "The Nature and Nurture of Early Adolescents" by M. W. Barnes, Assistant Superintendent, Oklahoma City Public Schools; "History and Development of the Junior High School" by D. W. Lentz, Principal, Port Washington (New York) Junior High School; "Organizing for Staff and Student Growth" by A. H. Skogsberg, Principal, Bloomfield (New Jersey) Junior High School; "An Expanding Concept of Guidance" by Ovid Parody, Principal, Battle Hill School, White Plains, New York; "Junior High School and the Six-Year Unit" by John Otts, Assistant Superintendent, Charlotte (North Carolina) City Schools, and Dan Cagle, Principal, Sedgefield Junior High School, Charlotte; and "Materials for Curriculum Workers in Secondary Schools" by M. R. Lawler, Professor of Education, Teachers College, and A. M. Connolly, Reading Co-ordinator, Clarkstown School District, New City, New York.

**SOCIAL SECURITY KIT**—The Bureau of Old-Age and Survivors Insurance will make available upon request a kit of informational materials as a

teaching aid on Social Security. This kit can be useful in social studies, business economics, home economics, and other classes. The kit consists of the following: (1) A folder attractively printed with the essentials of the OASI program system explained on the covers. This kit fits into any standard-size filing cabinet; (2) three wall charts (38" x 52") which help to explain how Social Security in general and Old-Age and Survivors Insurance in particular operate; (3) problem sheets for use by students under the supervision of the teacher in figuring examples of family benefits; (4) a variety of pamphlets about Old-Age and Survivors Insurance for the teacher's use with some available in sufficient quantity for the pupils' use; and (5) a listing of the services available from local social security district offices.

This kit may be requested directly from local social security district offices for planning its use in your curriculum. Requests for additional supplies of this kit for classroom use should be made to your local social security district office as soon as possible to assure you an adequate supply for the school year. Social Security district offices are located in most of the larger communities in this country. If you do not know the location of your nearest social security office, you may obtain the address from your local post office.

**A. B. A. PRODUCES NEW BANK FILM**—With a series of six educational films on banking and finance already available to banks for use with school-age audiences, the American Bankers Association has produced a new film intended for use with adult groups as well as young people. This new film, *How To Use Your Bank*, is part of a continuing A. B. A. program to make available to banks audio-visual aids in telling the story of banking in their communities. Up to the present, more than 1,000 individual banks and over 450 bank groups, such as clearing houses, county associations, and the like, have purchased A. B. A. films for showing to elementary and junior high and senior high-school classes, to other youth groups, to bank employees in conjunction with training programs, and to adults on a variety of occasions including television. The new film is, however, the first especially designed for use before adult audiences as well as school groups. The film was produced following a survey of 1,923 high schools in sixteen states in which they indicated that this was the subject they wanted and needed most in a banking film. In contrast to the other six A. B. A. films, which cover only one facet of banking, *How To Use Your Bank* tells a comprehensive story of bank services and illustrates how these services can be used for a variety of personal needs. In addition, it points out the relationship between banks and their communities within the fabric of the American economic system. The film is planned with two objectives in mind: (1) to obtain a better understanding of all bank services; and (2) to show the advantages of using all bank services. Aimed at these objectives, the film presents information in an informal, simple style. It clears up some popular misconceptions about banks and bankers and takes the audience for a behind-the-scenes look in a bank.

Like the other films in the A. B. A. series, *How To Use Your Bank* can be purchased either by individual banks or banking groups for loaning or donation to schools and for use with youth, adult, or employee audiences. The A. B. A. does not make prints available to schools or other viewers directly, either by sale, rental, or loan. Thus, distribution is made only through local banks or bank groups. The film is a 16 mm black-and-white sound picture and runs approximately 10 to 12 minutes. A teacher's guide is supplied with each print to aid teachers in putting the film to the most effective classroom use. The other



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films in the A. B. A. series are *Pay to the Order Of*, *How Banks Serve*, *Money Talks*, *A Future To Bank On*, and *Using Bank Credit*—all intended primarily for high-school audiences; and *A Bone for Spotty*, intended for elementary-school children.

**NATIONAL EDUCATION TV**—Three new educational television stations in Memphis, Philadelphia, and Puerto Rico have announced plans to join the National Educational Television "network" in 1966. WKNO-TV of Memphis just began operations. WHYY-TV of Philadelphia announces an October 1 target date, and WIPR-TV of San Juan, Puerto Rico, expects to be on the air in December. Opening of the three new stations will bring to 23 the number of educational TV outlets, according to George L. Hall, Director of Development for the Educational Television and Radio Center, 1610 Washtenaw, Ann Arbor, Michigan. The 21 stations now on the air are affiliated with the Center, clearing house for educational television materials. Affiliation with the ETRC brings stations into the "network."

**AUDIO-VISUAL MATERIALS**—Schools for Tomorrow, a 16 mm, 16-minute sound film telling the story of how one community used citizens' advisory groups in planning the kind of school buildings which would best meet the needs of the community, is available through the Audio-Visual Materials Consultation Bureau, College of Education, Wayne University. It is available in color at \$135, and in black-and-white at \$75.

Romulus, Michigan, like many other American cities, faced the need to plan and build new schools for an expanding community. The film tells how a Citizens' Advisory Committee worked with the school superintendent and his staff, a school building consultant, and a school architect in planning the kind of schools the people of the community really wanted. This documentary film is especially recommended for use as a means of arousing the interest of citizens in the planning of better schools. Prospective purchasers may obtain preview prints from the Audio-Visual Materials Consultation Bureau, Wayne University, Detroit 1, Michigan. Rental prints will be available from many leading rental libraries.

**A TUITION PLAN**—A new financing program that will permit parents to finance up to four years of school or college on a single instalment contract covered by parent life insurance has been announced by The Tuition Plan, a subsidiary of C. I. T. Financial Corporation. All costs listed in the school or college catalog—such as tuition and other academic fees, books and supplies, room and board—can be financed under the new plan.

The Tuition Plan was founded in 1938 to provide a method by which parents and students may pay school costs in equal monthly instalments. Until the present program was developed, the maximum term had been an eight-months contract to cover one academic year. Under the new plan school costs can be financed for one, two, three, or four years of education. Contracts for more than one year must be with a parent and not with a student alone.

When the two, three, or four-year plan is used, parent life insurance is taken out on the parent at no additional cost. If the parent who signs the contract should die, the insurance provides for payment of the remaining costs covered by the contract. This provides the funds for uninterrupted education for the student.

Payments under a contract for one school year will continue to cover the eight months of the academic year and the financing charge remains at 4 per cent of the cash cost. Contracts for two school years call for 20 consecutive

## *For Your Information*

The first part of the February 1956 issue of THE BULLETIN, entitled *What Should We Expect of Education?* by Dr. Homer T. Rosenberger, is also available in book form with hardbound covers.

We thought so well of it that we have the impression that many of our members would want a hardbound copy for their library in addition to the regular copy of THE BULLETIN. We are now filling orders for this book. We shall be glad to receive your order.

Since the book will be of interest to lay people and school board members, you may want to inform them of its availability or you may personally want to present them with copies.

We would also appreciate it if you would write a review of the book and have it published in your local daily or weekly newspaper. Will you do this for your Association? It is a good way to bring your patrons up to date on what a good school system should do.

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monthly payments and the total cost to the parent will be 5 per cent more than the cash cost. Contracts to cover three and four school years will be 6 per cent more than the cash cost. For a three-year contract, the parent will make 30 consecutive monthly payments; and, for the four-year term, he will make 40 consecutive monthly payments.

**JUVENILE DELINQUENCY ON THE INCREASE**—Juvenile delinquency continued to increase in 1955, Dr. Martha M. Eliot, Chief, Children's Bureau, U. S. Department of Health, Education, and Welfare, reports. She based her statement on two factors: (1) The Children's Bureau annually receives reports from a number of juvenile courts on the juvenile delinquency cases they handle. Preliminary estimates show that some 977 courts which reported to the Bureau in both 1954 and 1955 have experienced a 9 per cent increase in juvenile delinquency cases over that period. Preliminary estimates based on reports of a trend group of 383 courts which have been reporting to the Bureau for many years likewise show a 9 per cent increase during the 1954-55 period. (2) The latest Federal Bureau of Investigation Uniform Crime Report shows an 11.4 per cent increase in police arrests of young persons under 18 in 1955, as compared with 1954. Their report was based on data from 1,162 cities.

Data gathered by the Children's Bureau would indicate that some half a million children were brought to juvenile courts for delinquency last year, Dr. Eliot said. She pointed out that the offenses of some children who get into trouble with the police are not considered serious enough to warrant court action. While the 9 per cent increase in cases was occurring, she pointed out, the child population in the 10-17 age group (generally the ages within the jurisdiction of the juvenile court) went up only about three per cent.

"The Children's Bureau, through its Juvenile Delinquency Service Division, has been receiving an increasing number of requests for help from states and communities who are trying to plan services for delinquent children more effectively. Our consultants are working with these people both in prevention and treatment programs. Hopefully, as we move ahead in the next several years, the joint efforts of local, state and Federal groups can pull the delinquency rate down," Dr. Eliot said.

**COLLEGE FOLLOW-UP**—For the past ten years the Department of Education of the Pennsylvania State University, University Park, has attempted to visit its graduates in their own classrooms during their first year as teachers. Each half-semester during the academic year, one or more of the regular instructors in education spends all his time visiting recent graduates who are teaching in the public schools of Pennsylvania. The itinerary of the staff member is worked out in advance, with the co-operation of the teacher-education placement office, so that at least a half day may be spent with each new teacher. Each graduate and his principal are notified several weeks in advance of the date of the intended visit in order to be sure that the date will be convenient. Approximately forty former students are visited by each instructor during his eight-week tour. Although this type of personal follow-up is relatively expensive, it is professionally a very valuable activity. The principals, who in each school are visited first, are enthusiastic about the program. The interest in the new teacher's professional success demonstrated by the college instructor is often the source of greater concern on the part of the principal. It is interesting to note the large number of cases in which the principal seeks advice from the visitor about how to help not only the new teacher being visited, but also other

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Quite frequently, members write us that they have not received the last two or three issues of the BULLETIN. The reason—they have changed their address, but did not notify us. We are not mind readers, so we have to depend upon our members to inform us promptly of any change in their address. Then, too, printing has become so costly that we are unable to supply duplicate copies (or back copies) without a charge.

Many members change positions during the summer months. When this is the case, notification sent to us promptly will mean that when we mail the next issue of the BULLETIN, every member will receive his BULLETIN at his proper address.

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teachers in his school. Perhaps the most important outcome of these visits, apart from the help and encouragement given to the new teachers visited, is the beneficial effect they have had on the teacher-education experiences provided the students still on the campus. Recent first-hand contacts with the practical conditions their students will meet in the public schools help professors to select and to organize instructional experiences that will be more useful. Many changes in the content and sequence of teacher-education courses have been made as a direct result of the reports of these instructors on their follow-up visits.—*The Newsletter of the Council on Co-operation in Teacher Education.*

**CONSUMER EDUCATION**—The Consumers Union of Mount Vernon, New York, has a special school consignment plan by which teachers of social studies, science, home economics, business education, and others can secure copies of Consumer Reports for classroom use during the school term. Under this plan, teachers can obtain the *Reports* for each student at the low classroom rate of 10 cents a copy, if 15 or more are ordered (the regular price per copy is 35 cents). The teacher receives one desk copy free with every month's order. The articles and brand-name buying recommendations in the *Reports* help to stimulate intelligent classroom discussion and suggest interesting projects and activities. Each month teachers receive in advance of the issue a "preview" table of contents from which they can take orders for that issue, sending them in on a postage free order card. They may, if they wish, enter a standard order for the same number of copies every month for the semester or, if desired, for the whole school year, or until notified to stop. Payment in advance is not necessary. The order may be placed and not paid for until the teachers receive their bill, by which time a collection of students' fees can be made. On the first order, all unsold copies may be returned at Consumer Union's expense, but on subsequent orders, to continue getting the reduced price, teachers are expected to keep a minimum of 15 copies, regardless of whether they are sold or not. Any unsold copies *above this number* may be returned at Consumer Union's expense.

**JUST WHAT DOES A HIGH-SCHOOL DIPLOMA STAND FOR, NOW-ADAYS?**—The answer is found in two other questions: "Whose high-school diploma?" and "Who is asking the question?" If an adult is asking, he is probably thinking of his own diploma, earned twenty-five or more years ago, under very different circumstances. In his day, students who could not meet strict academic requirements simply dropped out of school, beginning as far down as the seventh grade. Few schools a quarter century ago made an attempt to do more than get students "ready" for college, and students who could not meet the pace in foreign languages, higher mathematics, and the fine points of rhetoric had no alternative but to quit. Today, the law makes a public high-school education possible for almost all teenagers, whether college, business, a trade, or temporary employment before marriage lies beyond. A sound and reasonable education is assured for any student who will work for it.

The terms "a high-school education," "a high-school graduate," or "a high-school diploma" are not significant in themselves; they must be related to individuals. High-schools today issue one general diploma, not a diploma marked "college preparatory," "commercial," "art," *etc.* This diploma means that a student has met the minimum requirements of the state in attendance and in command of subject matter—with English, social studies, and physical and

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The Twenty-first Annual National Conference of Members of the National Association of Student Councils will be held in the Roswell High School, Roswell, New Mexico, June 23-27, 1957.

health education the only hard-and-fast requirements. Even here, however, the requirements are geared to what it is reasonable to expect of the individual in question—and individuals differ.

The employer who accepts a high-school diploma as evidence of achievement is ill-advised unless he asks a number of questions beyond that point: (1) What courses did the student take? (2) What kind of work did he do in them? (3) Did the student's preparation lead to the kind of job the employer is offering? Such information is available at the school for any employer who wishes it.

Similarly, a high-school diploma in and of itself means no more to a college dean of admissions than that the student has credit for 16 units in a number of branches of secondary education. If those branches are satisfactory to the college, and if the student's total record is satisfactory, the student is admitted. A few colleges have specific requirements; most will accept what the student has to offer—but all colleges investigate much more than the diploma itself. They investigate a student's interests, his apparent ability, his participation in school life, and his past performance as compared with the kind of work he is able to do. A high-school diploma in itself guarantees nothing. It is not intended to guarantee anything. Of itself, it has meaning only to the individual who gets it.—*Know Your High School*, Senior High School, White Plains, N. Y.

#### CALIFORNIA BOARD REVISES PRACTICE DRIVING STANDARDS

—The number of hours prescribed for practice driving instruction in California was revised by a resolution of the State Board of Education. Under terms of the resolution, the California Administrative Code is amended to provide two plans for practice driving. Plan I calls for a minimum of six hours of practice driving instruction with a qualified instructor. An additional 6-18 hours in a dual-control automobile with a qualified instructor is prescribed for observation. Plan II outlines four types of instruction. It requires three class-hours of practice driving, six class-hours of observation, twelve class-hours of instruction on a training device (approved by the State Department of Education) designed to take the place of some practice driving time, and at least three additional class hours of instruction specified in one or more of the other three types.—*Action for Safety*, NEA.

#### STUDY OF CURRENT AND FUTURE DEMANDS FOR COUNSELORS

—The School of Education of the University of Michigan, Ann Arbor, in co-operation with the Bureau of Labor Statistics of the United States Department of Labor, is conducting a study on current and future demands for school counseling personnel in the United States. The Guidance and Student Personnel Section of the Department of Health, Education, and Welfare has confirmed the need for this kind of information. The current national manpower situation indicates a need for a more adequate distribution of personnel in the so-called "creative manpower" areas. It is assumed that school counseling personnel may assist in this matter through activities which will help individuals more clearly assess themselves and their educational and occupational opportunities. Since the function of the school counselor is to aid youth in their personal adjustment both in school and in the working world, it is highly significant to understand the present availability of school counseling personnel and the future demand for their services.

The immediate purposes of this study are to establish an estimate of present and future demands for school counselors at national and regional levels; and provide a picture of occupational opportunities in the area of school counseling

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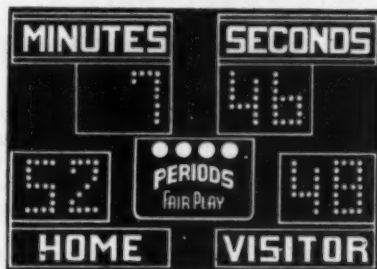
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employment. The study will sample opinions of public elementary- and secondary-school principals throughout the United States. Specifically, the research design is set up to answer the following questions: (1) What is the outlook in terms of number of counselors to be employed at various levels in the public schools? (2) What is the outlook in terms of the amount of time which counselors will devote to guidance at the various levels in the public schools? (3) What counselor certification standards currently exist and to what extent do currently employed counselors meet these standards? (4) What is the outlook in terms of the qualifications required for employment as counselors in the public schools?

**BOOM AHEAD**—The American Council on Education outlined the state of things to come in higher education for the President's committee studying education beyond the high school. The Council's statement pointed out that: (1) the present 3,000,000 college enrollment will double by 1965; (2) the present college teaching force of 190,000 would have to be expanded proportionately; (3) new building and facilities needed to take care of the coming students will cost about \$13,000,000,000 during the next ten years. The report also stated that "the opportunity must be given to every American citizen to attain the highest level of education and training of which he is capable."

**LATIN: THE NATIONAL PICTURE**—The Committee on Educational Training and Trends of the American Philological Association recently made a survey in the classified field. While the returns of their questionnaire sent to three states were not high enough to warrant definite conclusions regarding Latin in any of these states, they with other source material do suggest the outlines of a national picture for Latin in the public secondary schools. There seems to be no question that there is now a severe shortage of Latin teachers in the public high schools. For the present at least, this shortage is partially offset by the quality of instruction, since the majority of Latin teachers have many years of experience to their credit. In one of the pilot states the average is 21.6 years! In the immediate future, however, the shortage is likely to become more acute because of failure to recruit young teachers as replacements for the large number of teachers who will soon retire.

About 390,000 pupils in the public secondary schools are now studying Latin at some level, representing 7 per cent of the total national enrollment. In the judgment of the committee, Latin in the public schools is in relatively good health so far at Latin I and II are concerned, in spite of a slight loss which appears at the moment. During the next several years a numerical gain may be expected, as the extra thousands of "war babies" who began arriving in 1942 reach high-school age.

On the other hand, the number of students in the entire country taking advanced Latin (either III or IV) in public high schools is only about 22,000. The committee estimates that, of the public high schools which offer Latin, nearly 75 per cent offer no more than two years. In other words, the national pattern is a two-year Latin course, with some schools alternating Latin I and Latin II.—*Language Teacher's Notebook*, Scott Foresman and Company, Vol. XVIII, No. 2, Supplement.

**AIDS FOR THE STUDENT PUBLICATIONS STAFFS**—The production of school publications is one of the most satisfying and rewarding activities of students, especially those who are interested in writing or in the graphic arts as a career. A new series of filmstrips, *Your School Publications* by the Jam Handy Organization, provides basic information for publishing school news-

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papers and yearbooks. The series is for use in junior and senior high schools by publication staffs and/or English and journalism classes.

The series, consisting of six filmstrips in color, uses both photographic and cartoon treatment to provide fundamental information. The filmstrips were prepared with the assistance of teachers who themselves have, for many years, helped their students to produce attractive school publications. Five of the filmstrips give pointers on how a school newspaper can be started, or how an existing publication may be improved. "Organizing a Staff," "Finding Feature Material," "Covering the News," "Editing the Copy," and "Planning the Layout" are the titles. The Sixth filmstrip series is "Yearbook Planning and Production."

The complete series is priced at \$32.70. Individual filmstrips are \$5.95. The Jam Handy preview plan applies to this series. This new series may be obtained from The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan, and from all authorized Jam Handy dealers.

**BULLETIN ANALYZES TORNADOES**—A brief but helpful analysis of tornadoes has been developed by the U. S. Weather Bureau. Under the heading, *Tornadoes, What They Are and What To Do About Them*, the four-page bulletin describes the physical appearance of tornadoes, their behavior, conditions under which they develop, and locations where they are likely to appear. Among the illustrations are a U. S. map showing tornado frequency in the states and a graph showing their monthly frequency. Also described are the tornado forecast and warning systems that have been developed thru the co-operation of public and private agencies. Safety rules are outlined for persons in the country, in the city, in schools, or in a factory when a tornado appears. Copies of the bulletin are available at five cents each from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

**DRIVER EDUCATION PROGRESS REPORTED**—Expanded programs in driver education in Maine are revealed in a recent report. The growth reflects in part the action of the 1955 Legislature in passing a bill providing financial assistance for schools offering driver education. The report reveals that 84 schools offered driver education in 1954-55, and 101 schools offered the course in 1955-56, an increase of 20 per cent. Student enrollment increased from 3,518 in 1954-55 to 4,240 in 1955-56, a 25 per cent increase. Of the 101 schools offering the program last year, 91 are public high schools (51 per cent of all public high schools), and 10 are academies (18 per cent of all academies).

Evaluation of the program last year reveals that large schools are not able to meet the student demand, only about 100 students each in schools of the larger cities being accommodated. Additional teachers are needed. Their potential availability is indicated by the fact that of the 215 approved driver education teachers, only 102 are teaching the course at the present time. Further progress in course offerings was delayed by the fact that the financial assistance legislation was passed after many of the annual town meetings had been held. The driver education program is attracting boys because of job preferences, insurance reductions, and the desire of the armed services for boys with a driver education background.—*Action for Safety, NEA.*

**NAVY OFFERS BOOK ON VOCATIONAL TRAINING**—The Department of the Navy has issued a new edition of the *United States Navy Occupational Handbook*. It explains the Navy's recruiting policy in relation to high-school students and then describes the numerous types of technical and vocational training available to enlisted men. An announcement from the Depart-

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ment states that this publication may be obtained free from any U. S. Navy Recruiting Station, or by writing to the School Relations Section, G810 Navy Annex, Bureau of Naval Personnel, Washington 25, D. C. Copies are not available to individual recruit prospects, but will be provided for high-school and college libraries, counselors' offices, public employment offices, or other legitimate organizations that can make the information available to numbers of young people.

**GENERAL MOTORS FILMS**—Fifty-seven films ranging in subject matter from *The ABC's of the Automobile Engine* to *Horizons Unlimited* are listed in General Motors Corporation's (General Motors Building, Detroit 2, Michigan) new motion picture film catalogue for use by schools, churches, business, and civic and social clubs. The films may be borrowed free of charge for non-commercial uses. All with sound, they range in length from 9 to 55 minutes. This year's catalogue lists the greatest variety of films ever offered by GM. General categories include *Safety and Driver Education*, *How it (Engines) Works*, *Behind the Scenes of Industry*, *Progress—Past and Future*, *The Human Side of Industry*, and *Sports*. There also are seven films on general topics such as *Farmer of Tomorrow* and *Tomorrow and Today in the Kitchen*, in addition to nine special purpose films. Many of the films are in color.

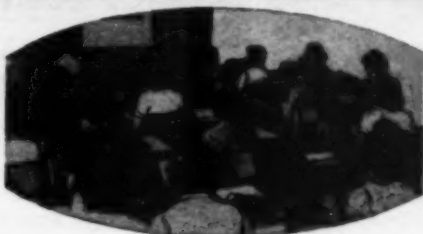
**IDAHO PLANS HUNTER SAFETY PROGRAM**—Officials of several state agencies and other organizations met in Boise in January to plan a firearms safety instructional program for Idaho youth, according to the March 1956 issue of *The Idaho Education News*. Participants planned clinics on firearms use to be directed by accredited instructors and made available to all youth over the age of twelve years, the minimum age for obtaining a hunting license in Idaho. Although the program is operated on a volunteer basis, the cooperation of school officials is anticipated to facilitate success of the course. Assistance from the National Rifle Association will be requested to prepare instructors who, according to one estimate, will number about one thousand. The course to be used, which requires about three sessions of two to three hours each, has been developed by the Association. The National Commission on Safety Education is one of several NEA units which assisted the National Rifle Association in developing material for a hunter safety course.—*Action for Safety*, NEA.

**RADIO AND TV SETS IN THE WORLD**—The United States Educational, Scientific, and Cultural Organization of the United Nations estimates that the number of radio sets in the world is now greater than the number of daily newspapers. It reports that there are 257 million radio receivers and 44 million TV sets in operation in the world. Contrasted to this are the 255 million newspapers that are published daily. UNESCO further relates that TV programs are now being broadcast from 25 countries and being developed in eight more. Of the 44 million TV sets, 80 per cent are in the United States. Roughly half of the world's adult population cannot read.

**SPECIAL EDUCATION FOR THE EXCEPTIONAL**—Three volumes have been published on Special Education for the Exceptional. These are the first encyclopedic reference to all phases of education, habilitation, and rehabilitation of all types of exceptional children,—the emotionally disturbed, the delinquent, the mentally retarded, the blind, the deaf, the speech defective, the cerebral palsied, the orthopedically handicapped, and even the alcoholic and the narcotic. The volumes were edited by Merle E. Frampton, Principal of the New York Institute for the Education of the Blind, and Visiting Professor

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A new volume (Vol. III) in the series is *A Guide for the Study of Exceptional Children*, by Willard Abraham, Arizona State College, Tempe. Published April 9, it is specially planned for use by parents and teachers, to learn what can and should be done for the exceptional children in their community. Volumes I and II were published late in 1955. These volumes have been listed in "Out-standing Books for 1956" which appeared in the *NEA Journal*. All three volumes are published by Porter Sargent, 11 Beacon St., Boston 8, Mass.

**AIDS TO PUPILS**—Dr. Joseph Mersand, Chairman of the English Department of Jamaica High School, 168th St. and Gothic Drive, Jamaica 32, N. Y. states that he has prepared a number of mimeographed aids for pupils in the Jamaica High School. Among these are: 4-pages of instruction for seniors on the use of the library and a weekly recommended listing of Radio and TV programs, by day and hour. Items included in the library information for seniors ("Review of the Library for Seniors") are "terminology," "the card catalog," "the Dewey decimal system," "library filing systems," "encyclopedias" and types of "reference books."

**PROGRAM FOR GIFTED**—After two years of study, the K-12 Committee for the Study of the Gifted in the Denver, Colorado, Public Schools recommended to the Board of Education, as a continuing policy, the provision of special opportunities and incentives for gifted and talented pupils to develop their exceptional abilities. The program includes identification of these pupils and determination of the nature of their special aptitudes; adaptation of the program to meet their needs; guidance and counseling with both pupils and their parents so they may have understanding of pupils' abilities; evaluation of their work so they will be encouraged to strive for achievement commensurate with their endowment; and evaluation of the program from one level of instruction to another to assure continuity.

As a means of setting up and continuing such a program, the committee recommended that there be continuous study, planning, and development of method, procedures, and materials; that time in the teacher's day be allowed for such work; that consultant as well as supervising services be provided when necessary; that the personnel and materials for special testing and evaluation and for the conduct of research studies be allowed; and that there be appropriate publicity of the program so parents and the public at large may understand it.

**SCHOLARSHIPS FOR DENTAL HYGIENISTS**—Columbia University, through its School of Dental and Oral Surgery, Faculty of Medicine, 630 W. 168 Street, New York 32, New York, offers courses for dental hygienists with a bachelor of science degree as well as practical work experience for a later professional career. As an aid to those who do not have sufficient means to prepare for this work, the University announces scholarships of three hundred dollars each, for prospective students. These scholarships are offered each year and are provided by the Dental Hygienists Alumnae Association of Columbia University. The purposes of scholarships are to provide substantial aid to students, to provide highly skilled professional women as dental health

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**HIGH SCHOOL AND COLLEGE RELATIONS**—Fifteen high-schools and 12 colleges in the Northeastern part of the United States have agreed that each type institution ought to do something about helping students to make the transition from secondary to higher education a bit more smooth. A college-high school relations committee, with headquarters at Columbia University, succeeded in convincing the participating high-schools and colleges to do the following experimenting for the next five years: (1) the colleges agree to accept or reject high-school students without reference to a stated pattern of high-school courses, Carnegie units, or other requirements for subjects; (2) the colleges will waive blanket requirements for standard-achievement entrance examinations for graduates of high schools that have good records for preparing qualified college entrants; (3) the high schools will provide colleges with all possible evidence of their students' intellectual, social, and civic maturity through tests and records; and (4) the high schools will maintain adequate testing programs, records and guidance facilities, both to help guide students to the right colleges and to help colleges determine whether these students should be accepted. Donald H. Ross, Teachers College, Columbia, is the executive official who will keep tab on progress of the agreement.

**A SURVEY OF BOY SCOUT ACTIVITIES**—Dr. S. Trevor Hadley, Director of Student Personnel, State Teachers College, Indiana, Pennsylvania, recently undertook a study of the extracurricular activities in a number of high schools in the Indiana area. Involved in this survey were responses from approximately 2,200 boys of high-school age. A questionnaire was submitted to these boys as to their needs in an Explorer Scout program. Some of the findings as revealed by this survey follow:

1. 1,219 had heard of the Explorer Scout program, but only 232 belonged.
2. 1,001 stated that they desired more outdoor experiences.
3. 655 wanted more social activities and 433 stated that they had all they wanted.
4. 625 stated that they wanted more service projects while 441 stated that they had all they wanted.
5. 689 wanted more vocational guidance while 429 stated that they had all they wanted.

In another part of the questionnaire the students were asked to check a number of statements which they thought were really important to them. Following is the rank order of these responses and the number of pupils indicating their importance.

I'd like to find out the kind of job I am best fitted to do.	1432
I'd like to know more about how to get a job.	1183
I'd like more information about military service.	1003
I'd like to know how to be better prepared for entering military service.	881
I'd like to know more about driving a car.	870
I'd like to know how to make myself more interesting to the other sex.	841
I'd like to have more correct information on sex.	830

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I'd like to know if it is important for me to take part in high-school athletics.	812
I'd like to know what I can do to help promote world friendship.	798
I'd like to know more about how to develop workable standards of "right" and "wrong."	791
I'd like to know how to dance.	786
I'd like to know the correct things to do on a date.	774
I'd like to know if I'm normal in my physical development.	772
I'd like to know how to feel more comfortable on social affairs.	754
I'd like to know more about how to manage my own money.	742
I'd like to know more about going to college.	690
I'd like to know more about how to get along with adults.	658
I'd like to know more about the place of religion in growing up.	656
I'd like to know more about proper table manners.	515

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- Oklahoma Secondary-School Principals Association—*J. Frank Malone*, Principal, Central Junior-Senior High School, 7th and Robinson, Oklahoma City 3, Oklahoma.
- Oregon Association of Secondary-School Principals—*Cliff Robinson*, Director of Secondary Education, State Department of Education, Salem, Oregon.
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- South Carolina High-School Principals Association (*Colored*)—*C. C. Woodson*, Principal, Carver High School, Spartanburg, South Carolina.
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- Texas Principals Association (*Colored*)—*W. E. Jones*, Principal, E. J. Campbell High School, Nacogdoches, Texas.
- Utah Secondary-School Principals Association—*Wilburn N. Ball*, Director of Secondary Education, 223 State Capital, Salt Lake City, Utah.
- Vermont Headmasters Association—*Joseph A. Wiggins*, 92 State Street, Montpelier, Vermont.
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- Virginia Teachers Association (*Colored*)—*J. F. Banks*, Principal, Christiansburg Institute, Cambria, Virginia.
- Washington Association of Secondary-School Principals—*George Hermes*, Principal, Irene S. Reed High School, 7th and Alder, Shelton, Washington.
- West Virginia Association of Secondary-School Principals (*White*)—*R. V. Brabham*, Lincoln Junior High School, Charleston, West Virginia.
- West Virginia High School Principals Conference (*Colored*)—*Lawrence V. Jordan*, Principal, State College High School, Institute, West Virginia.
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- Wyoming Association of Secondary-School Principals—*Lloyd D. Crane*, Director of Curriculum, Cheyenne Public Schools, School Administration Building, Cheyenne, Wyoming.





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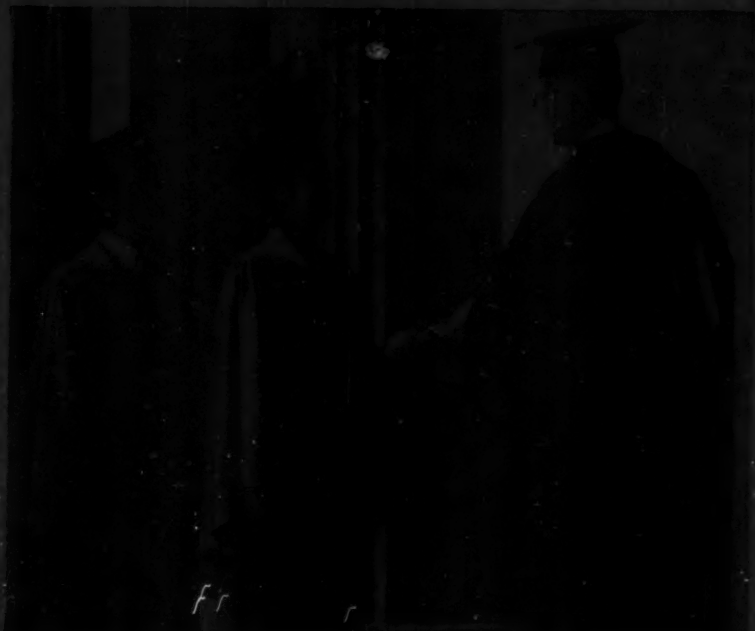
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